DOCUMENT RESUME

ED 438 934 PS 028 358

TITLE	NAEYC Affiliate Group Handbook. 2nd Edition.
INSTITUTION	National Association for the Education of Young Children, Washington, DC.
PUB DATE	1999-00-00
NOTE	420p.
AVAILABLE FROM	NAEYC, 1509 16th Street, N.W., Washington, DC 20036-1426 ($30). Tel: 800-424-2460 (Toll-Free); Tel: 202-232-8777; Fax: 202-328-1846; Web site: http://www.naeyc.org
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Early Childhood Education; *Organizational Effectiveness; *Organizational Objectives; Organizations (Groups); Planning; Professional Development; Self Evaluation (Groups)
IDENTIFIERS	*National Association Educ of Young Children

ABSTRACT

This handbook is designed to help new affiliate groups of the National Association for the Education of Young Children (NAEYC) start an effective organization and to assist established affiliate groups in conducting a self-study and develop an action plan for NAEYC's Association Development Process (ADP). Part 1 of the handbook is divided into eight sections devoted to various aspects of program operation, each containing criteria and indicators used in the ADP, sample policies to guide decision making, sample documents, and resources for further information. The sections address the following areas: (1) basic operations; (2) risk management; (3) effective affiliate group functioning; (4) fiscal responsibilities; (5) membership development and retention; (6) effective affiliate group programs; (7) professional development activities; and (8) public policy/public awareness and education activities. Part 2 of the handbook presents the criteria, indicators, and strategies for affiliate group success in achieving the NAEYC goals of: (1) organizational effectiveness; (2) professional development and practice; and (3) public policy/public awareness and education. Appended are descriptions of organizations with major efforts related to child and family issues, NAEYC affiliate group resources, and tax forms. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 438 934

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

naeyc Affiliate Group Handbook

PS 028358

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Barbara A. Willer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

BEST COPY AVAILABLE

Follow this guide when inserting divider tabs and pages into the binder—

pages i–vi

blue tab—Part I. Resources
pages vii–x

red tab—Chapter 1: Basic Operations
pages 1–58

red tab—Chapter 2: Risk Management
pages 59–84

red tab—Chapter 3: Effective Affiliate Group Functioning
pages 85–184

red tab—Chapter 4: Fiscal Responsibilities
pages 185–224

red tab—Chapter 5: Membership Development and Retention
pages 225–256

red tab—Chapter 6: Effective Affiliate Group Programs
pages 257–276

red tab—Chapter 7: Professional Development Activities
pages 277–308

red tab—Chapter 8: Public Policy/Public Awareness and Education Activities
pages 309–340

blue tab—Part II. Criteria, Indicators, and Strategies for Affiliate Group Success
pages 341–346

red tab—Goal I—Organizational Effectiveness
pages 347–360

red tab—Goal II—Professional Development and Practice
pages 361–368

red tab—Goal III—Public Policy/Public Awareness and Education
pages 369–372

blue tab—Appendix—Resource Groups
pages 373–378

blue tab—Index
page 379

NAEYC
Affiliate Group
Handbook

2nd Edition

PS 028358

Association Development Process
National Association for the Education of Young Children
Washington, DC

Copyright © 1996, 1999 by the National Association for the Education of Young Children.
All rights reserved.

NAEYC's Association Development Process—ADP
NAEYC Affiliate Group Handbook
Strategy Planning Sheets
Evaluation of ADP

Provided to NAEYC Affiliate Groups by the

National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426
(202) 232-8777
(800) 424-2460
fax (202) 328-1846
e-mail: affiliate@naeyc.org
www.naeyc.org

Acknowledgments

Production of this *Handbook* has always been a team effort, and this edition is no exception. We offer our thanks and gratitude to:

Members of NAEYC's Membership/Affiliate Panel for their support and assistance throughout the entire process. Their willingness to share experiences and ideas with Affiliate leaders and members has expanded this edition tremendously.

The more than 5,000 NAEYC Affiliate leaders nationwide and abroad who continue to make this *Handbook* a reality through their continued volunteer efforts on behalf of their Affiliate Groups and young children and families everywhere.

Contributors to this Handbook, for their creative ideas, the materials they provided, and their willingness to share their experiences with us and others.

Participants in the Association Development Process (ADP), now in its fifth year, who continue to advance the mission of NAEYC through their effective Affiliate leadership efforts.

Janet Brown McCracken, for editing, and pulling together the scattered parts of the whole, laying out both volumes, proofing the works, and keeping us sane with her quiet patience.

Melanie Rose White, for willingly assisting with the editing and proofing efforts—and for her efficiency and creativity in getting this publication into the hands of those who need it.

Marilyn M. Smith, NAEYC's Executive Director from 1970 to 1999, for her firm editorial guidance and support, gently worded advice, and helpful ideas from start to finish. Her unique talents, knowledge, and expertise will continue to advance NAEYC's mission into the new millennium.

Contents

Part I. Resources

- vii **How Affiliate Groups Use These Resources**
- 1 **1. Basic Operations**
  - *NAEYC Affiliate Groups*
    - 3 Purpose, Structure, and Requirements
    - 5 Affiliation Procedures
  - *Official Documents*
    - 7 Document Checklist
    - 9 Mission Statement
    - 11 Organizational Structure
    - 13 Bylaws
    - 19 Establishing an Early Childhood Club or Chapter
    - 23 *Leader Guide*
  - *Roles and Responsibilities*
    - 25 Governing Board
    - 29 Committees
    - 33 Staff
    - 39 Board Member Job Descriptions
  - *Governance*
    - 49 Policies and Procedures
    - 51 Nominations and Elections
- 59 **2. Risk Management**
  - 61 When to Seek Legal and Technical Advice
  - *Regulatory Compliance*
    - 63 Incorporation and Nonprofit Status of Affiliate Groups
    - 67 Public Policy/Public Awareness and Education Activities
    - 71 Postal Permits and Bulk Mailing
  - *Risk Prevention*
    - 73 Insurance Coverage
    - 79 Avoiding Conflicts of Interest
    - 81 Meeting Site Review
    - 83 Record Storage
- 85 **3. Effective Affiliate Group Functioning**
  - *Building an Inclusive Organization*
    - 87 Inclusiveness Planning Tool
    - 93 Principles to Enhance Board Leadership
    - 97 How to Be an Effective Board Member
  - *How to Conduct a Business Meeting*
    - 103 Agenda
    - 109 Minutes
    - 111 Parliamentary Procedure
    - 117 Facilitating Productive Meetings
  - *Finding and Facilitating Leaders*
    - 121 Identifying Leaders
    - 127 Leadership Development
    - 131 Orientation
    - 135 Time Management for Volunteers
  - *NAEYC Network*
    - 137 Reporting Procedures
    - 139 Contacts With NAEYC Board Members
    - 141 State Support Role
    - 143 Participation in NAEYC Elections
  - 145 *Association Development Process (ADP)*
    - 149 Collecting Perceptions
    - 165 Criteria Rating Form
    - 179 Planning for Action
- 185 **4. Fiscal Responsibilities**
  - *Planning*
    - 187 Financial Policies and Fiscal Management
    - 197 Budget
  - *Reporting and Accountability*
    - 205 Financial Reports
    - 207 Audits
    - 209 Grants and Contracts
  - *Fundraising*
    - 211 Fundraising Strategies
    - 213 NAEYC Resource Sales
    - 217 Seeking Contributions and Grants
- 225 **5. Membership Development and Retention**
  - 227 NAEYC Organizational Structure
  - *Outreach*
    - 229 Outreach Plan
    - 235 Incentives to Recruit Members
    - 239 Reaching Out to Emerging Professionals
  - *Involving Members*
    - 241 Communication
    - 247 Teamwork
    - 249 Keeping Members Involved
  - 255 *Membership Processing*

257 **6. Effective Affiliate Group Programs**
259 Principles for Designing Effective Programs
263 Program Planning Ideas
267 Incorporating Position Statements
273 Using NAEYC's Code of Ethics

277 **7. Professional Development Activities**
279 Professional Preparation System
Professional Development
283 Adult Learning Styles
285 Program Inclusiveness
Professional Practices
289 Continuing Education
295 Conferences
301 Publications

309 **8. Public Policy/Public Awareness and Education Activities**
Advocacy Activities
311 Advocacy Focus
315 Options for Action
319 Coalition Building
323 Writing Position Statements
Public Awareness and Education Activities
327 Media Relations
335 Put a Positive Spin on Negative Publicity
339 Week of the Young Child

Part II. Criteria, Indicators, and Strategies for Affiliate Group Success

341 **Introduction and Overview of Goals and Criteria**

347 **Goal I—Organizational Effectiveness**

361 **Goal II—Professional Development and Practice**

369 **Goal III—Public Policy/Public Awareness and Education**

373 **Criteria Rating Form**

379 **Index**

Appendices

National Membership and Resource Organizations With Major Efforts Related to Child and Family Issues

NAEYC Affiliate Group Resources

Internal Revenue Service (IRS) Forms

This *Handbook* is designed to help
volunteers and any staff in your NAEYC Affiliate Group
make decisions about how to
achieve your organization's mission.

Look through what other Affiliate Groups
and similar inclusive organizations
have gained from their experiences,
select the sections that are most pertinent—
and then

***tailor the ideas and materials
to your Affiliate Group's needs.***

Copy these materials for your Affiliate Group leaders.

Incorporate applicable portions
into your organization's *Leader Guide.*

**Federal, state, and local regulations
affecting NAEYC Affiliate Groups are subject to change.
The general information included here
was as accurate as possible at the time of publication.
It carries no legal authority.**
Obtain expert advice when appropriate.

Part I

Resources

BEST COPY AVAILABLE

How Affiliate Groups Use These Resources

Your NAEYC Affiliate Group is a critical link in a network of nearly 450 local, state, and regional groups—large and small, new and established. All of us rely on a cadre of dedicated volunteers to achieve our shared mission for young children and the profession.

NAEYC members are mobile and committed to professional growth, which means that leadership at every level of our organization is always changing and improving.

Establishing high levels of continuity and stability in governance within our Association increases the likelihood that

- members actively shape our organization's activities and future at every level
- each Affiliate Group's decisions are based on an understanding of its mission and resources
- Affiliate Groups are equipped to include all early childhood educators across their geographic outreach area
- volunteers are prepared to carry out local, state, regional, and national initiatives
- experienced leaders remain involved in meaningful ways within the organization
- individual members prepare to accept new or broader responsibilities
- each Affiliate Group accomplishes its goals through active participation of sufficient members

Leaders of NAEYC's diverse Affiliate Groups constantly face decisions...about organizational operations, risk management, volunteer board functioning, fiscal responsibilities, membership development and retention, programming, professional development, and public policy and education.

Your requests for technical assistance in these areas are reflected in the recommendations offered in this *Handbook*. Much of the material, including these Goals for Organizational Success, incorporate processes and solutions that successful Affiliate Groups have devised in working through their challenges.

Goals for Organizational Success

Goal I: Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Goal II: Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

Goal III: Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families

—NAEYC's Association
Development Process (ADP)

Begin With Your Affiliate Group's *Leader Guide*

Every successful organization maintains an operations manual—you may call it a *Leader Guide* or *Policy Manual*—that contains key business items such as a mission statement, bylaws, and policies and procedures.

If your Affiliate Group does not have this important organizational document, **this is the ideal time to start a *Leader Guide*.** Recommendations about what to include are found in Chapter 1 in the Official Documents section.

If your Affiliate Group has a *Leader Guide*, **you know that the document is always changing.** Growing organizations seek to improve their effectiveness!

Every officer, board member, and committee chair should have a copy of your organizational manual.

Maintain the master copy on a computer if possible. Be sure to file a printed copy in your Affiliate Group's permanent archives. Feature organizational improvements in membership meetings and in your newsletter.

When to Use This *Handbook*

This *Handbook* includes the basics for operating an effective Affiliate Group. These resources are useful to Affiliate Group leaders at different times. They are especially valuable when you

- begin a new Affiliate Group
- orient board members
- update your Affiliate Group's *Leader Guide*
- seek to strengthen specific organizational activities
- engage in NAEYC's Association Development Process (ADP)

Your organization's needs are likely to shift. Unanticipated situations often arise. Just as with early childhood education, there's always more to learn about organizations, too! Much of the material here applies to our professional responsibilities as well as volunteer activities.

New Affiliate Groups use this *Handbook* as a start-up manual. Local and state leaders will find specifics about how to get organized and how to recruit members. Learn what it takes to keep an Affiliate Group board running smoothly and how to get the group's finances in order. And more!

Established Affiliate Groups usually target areas to improve each year. Use the information here to help your group decide how to set and reach your goals! NAEYC's Association Development Process (ADP) provides tools for Affiliate Groups to conduct an in-depth self-study and develop an Action Plan.

How to Use This *Handbook*

Most professional associations—such as NAEYC and our Affiliate Groups—exist solely through the dedicated efforts and financial support of volunteers. We function most effectively when our internal organizational mechanisms are wisely crafted and in sync with each other.

Look carefully at any successful group, and you will find that

- official documents are in order
- policies and procedures exist to guide operations
- legal and technical issues are addressed
- risk management is taken seriously
- business is conducted efficiently
- fiscal responsibilities are managed
- inclusive membership outreach and retention is valued
- programs are designed to be effective
- professional development is paramount
- public policy and education activities are central

All of these topics—and more—are covered in this *NAEYC Affiliate Group Handbook*. It is available in two convenient formats—on paper and on floppy disk. Your Affiliate Group is expected to:

- *photocopy* this overview and sections of the printed material to distribute to officers, board members, and committees—make copies for the key leaders identified in the introduction to each chapter
- *copy* portions of any document on the disk directly into your *Leader Guide* or other files

These are the four main items to look for in Part I of the *NAEYC Affiliate Group Handbook*.

1. Criteria for Effective Affiliate Groups

Every section of this *Handbook* begins with Criteria and Indicators used in NAEYC's Association Development Process (ADP). These Criteria, which begin each section, are goals for your Affiliate Group to consider. When your Affiliate Group participates in the ADP, a Task Group will rate your organization's effectiveness using these Criteria.

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

—ADP Goal I, I-B

2. Sample Policies

Sample policies are included to guide decision making within NAEYC Affiliate Groups. These policy recommendations, which appear throughout the *Handbook*, are found in small boxes that look like this:

■■■■■■■

Sample Policy

Financial Records

Watch for these boxes. They contain *samples* of important policies and procedures. Consider modifying or adopting them for inclusion in your Affiliate Group's *Leader Guide*.

3. Sample Documents

Sample forms and other documents, any of which may be adapted to fit your Affiliate Group's needs, are indicated in large, open boxes this way:

Sample
Mission Statement

These open boxes contain sample documents and business forms. Modify any or all of them to suit your Affiliate Group's needs.

4. Resources for Further Information

Most sections list where to find out more about the topic—NAEYC publications and conferences as well as other sources. Check your Affiliate Group library, local library, or order these materials as needed from the publisher. These resources are identified at the end of the section as follows:

For Further Information

Robert, H.M. (1989). *Robert's rules of order, newly revised*. New York: Berkley Books.

NAEYC Affiliate Group Resources—NAEYC's many resources to assist Affiliate Groups in achieving their mission are listed in the Appendices, including:
NAEYC's Web site: www.naeyc.org
The Affiliate quarterly newsletter

Resource groups—allied professional associations and other organizations—are listed in the Appendices at the end of the *Handbook*.

* * *

Of course, leaders in NAEYC's Affiliate Groups are always encouraged to

- call NAEYC's Field Services Department at (202) 232-8777 or (800) 424-2460 or
- write to NAEYC at 1509 16th Street, N.W., Washington, DC 20036-1426 or
- e-mail NAEYC at affiliate@naeyc.org

if you have any questions about this *Handbook* or the Association Development Process.

> "And now," cried Max,
> "Let the wild rumpus start!"
> —Maurice Sendak
> *Where the Wild Things Are*

Chapter 1

Basic Operations

BEST COPY AVAILABLE

Part I. Resources

Chapter 1

Basic Operations

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

—ADP Goal I, I-B

Your Affiliate Group's strong organizational structure—complete with official documents such as mission statement, bylaws, *Leader Guide*, and clear roles and responsibilities—make it possible for your leaders and members to chart your group's course and to achieve your goals!

Whether you are just beginning to organize a Provisional NAEYC Affiliate Group, are looking at your Affiliate Group's basic operations as part of the Association Development Process, or are undergoing an annual review of your organizational functioning, these materials can help guide your decisions.

Affiliate Group Structure

NAEYC's unique Affiliate Group structure is refined as the organization expands. Affiliate Group leaders generously contribute their experiences and understandings to this process. Although requirements for affiliation with NAEYC were modified over the years to stabilize and strengthen our organization, we all continue to share the same goal—to improve the quality of early childhood education programs.

A review of the purpose, structure, and requirements for NAEYC Affiliate Groups sets the stage for understanding and implementing the recommendations in this *Handbook*.

Official Documents

An up-front and continuing investment of time and energy to create sound organizational documents pays off again and again as an Affiliate Group grows and evolves. The rewards of crafting documents that are flexible, clear, and definitive are evident in every aspect of the organization's functioning.

The following guidelines about what to include in each of these documents, and some samples, may be helpful to those who enjoy the challenges and realize the long-term value of their work. This is a splendid opportunity to begin to take advantage of the experiences of other Affiliate Groups—and to share your expertise with others!

Roles and Responsibilities

In effective organizations, the roles and responsibilities of each position—elected, volunteer, or paid—are clearly defined. After your Affiliate Group has its mission statement, organizational structure , and bylaws in place, you are ready to establish the roles and responsibilities for boards, committees, any staff, and board members. Guidelines and sample job descriptions are provided here.

Governance

The next steps in establishing a basic operational structure are to determine policies and procedures, and to establish a process for handling nominations and elections. Recommendations for these important functions are provided in this chapter.

Basic Operations— Links With NAEYC and ADP

Affiliate Groups engaged in NAEYC's Association Development Process (ADP), or a regular organizational review, use the Document Checklist to identify items to revise or develop. The remainder of the chapter includes recommendations for and samples of these documents.

Make Copies for Affiliate Group Leaders

Copy "How Affiliate Groups Use These Resources" (pages vii to ix) and other pertinent sections of this *Handbook* for key staff and leaders including those suggested here.

The Task Groups listed here are appointed when Affiliate Groups engage in the Association Development Process (ADP).

Copy These Basic Operations Sections...	For Affiliate Group Leaders, Including...
Purpose, Structure, and Requirements	Affiliate Group Founders, Board
Affiliation Procedures	Affiliate Group Founders, Board
Document Checklist	Affiliate Group Founders, Board, ADP Organizational Development Task Group
Mission Statement	Board, ADP Steering Committee, Organizational Development Task Group
Organizational Structure	Board, Organizational Development Task Group
Bylaws	Board, Organizational Development Task Group
Establishing an Early Childhood Club or Chapter	Board, Organizational Development Task Group
Leader Guide	Board, Organizational Development Task Group
Governing Board	Board, Organizational Development Task Group
Committees	Board, Organizational Development Task Group, Committee Chairs
Staff	Board, Nominations and Elections Committee, Organizational Development Task Group
Board Member Job Descriptions	Board, Organizational Development Task Group
Policies and Procedures	Board, Organizational Development Task Group, Committee Chairs
Nominations and Elections	Board, Nominations and Elections Committee, Organizational Development Task Group

Purpose, Structure, and Requirements

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education.

Establish and maintain a strong membership based that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

—ADP Goal I, I-A, I-B

The National Association for the Education of Young Children (NAEYC) was founded in 1926 by a committee of 25 individuals. These founders held degrees in several different but related fields, and all shared a common interest in improving learning environments for children during the critical early years. The number of people who shared this goal, and the size of the organization, gradually grew during the next 30 years.

Community, state, and regional organizations—called Affiliate Groups—were first incorporated into the Association's structure in the 1950s. The only requirement for affiliation at that time was that all members share a commitment to improve the quality of early childhood programs.

NAEYC's Organizational Structure

Requirements for affiliation with NAEYC have evolved since the 1950s, but the fundamental concept remains—NAEYC charges a reduced annual dues fee to all individuals who join through an Affiliate Group, and in exchange the Affiliate Group requires that all of their members pay dues to NAEYC.

A second structural principle that has persisted is that NAEYC's Affiliate Groups are defined by geographic rather than interest-group boundaries. This geographic demarcation arises from NAEYC's mission—*to serve and act on behalf of the needs, rights, and well-being of* ***all*** *young children.* NAEYC believes that accomplishment of this mission is enhanced by a structure that encourages collaboration among **all** early childhood professionals in any community, state, or region.

Affiliate Groups are encouraged to offer activities that enable members with like interests to meet and work together. This policy does, however, discourage the proliferation of multiple groups of early childhood professionals working in isolation, and possibly at cross-purposes, within a community or state.

Requirements for Affiliation With NAEYC

NAEYC updated its affiliation requirements in July 1995. Groups seeking affiliation now must meet these requirements:

- bylaws formally adopted by the Affiliate Group that comply with NAEYC guidelines including a purpose compatible with NAEYC's purpose and the provision that all members of the community

Affiliate are members of the national, state, and regional Affiliate Groups when applicable

- statement of geographic area served by the Affiliate Group, and acknowledgment from the board or executive committee of that state's NAEYC Affiliate Group and from the board or executive committee of any local or metropolitan Affiliate Groups from which the group may draw members
- plan of action for Affiliate Group activities to promote NAEYC's three broad goals—organization building, professional development, and public policy/education
- roster of 30 to 50 paid members who reflect the professional and individual diversity of the community served by the Affiliate Group
- description of organizational capacity (members and resources) to meet the obligations of an Affiliate Group
- roster of officers for the Affiliate Group

Procedures for affiliating with NAEYC are outlined in the next section of this *Handbook*.

For Further Information

NAEYC. (1998). *Governing board manual.*

NAEYC Web Site: www.naeyc.org

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Affiliation Procedures

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education.

Establish and maintain a strong membership based that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.
—ADP Goal I, I-A, I-B

In 1995, NAEYC revised its process for organizations seeking to become Affiliate Groups. A brief review of the steps in this process is provided here. Direct questions about specifics of these procedures to NAEYC's Field Services Department by e-mail at affiliate@naeyc.org or at (202) 232-8777 or (800) 424-2460.

Requirements for affiliation are described in the section of this *Handbook* that immediately precedes this one.

Step 1. Information Exchange

A request for information regarding affiliation is received at NAEYC. Requesters are referred to the nearest Affiliate Group if they are unaware of the group.

Inquirers are sent a set of Preliminary Planning Materials for Potential Affiliate Groups. This packet of materials contains

- a summary of NAEYC's affiliation requirements and process
- information regarding the current Affiliate Group structure for the area
- contact information for any nearby local/metropolitan Affiliate Groups and the state Affiliate Group
- *NAEYC Affiliate Group Handbook* which includes NAEYC's Criteria for Effective Affiliate Group Functioning

When naming an NAEYC Affiliate Group—NAEYC Affiliate Groups are early childhood organizations serving a specific geographic area. The Affiliate Group name should

- reflect the geographic area served and
- designate either *early childhood education* or *young children*

Most Affiliate Groups capitalize AEYC when it appears as an acronym in the organization's name.

Step 2. Request for Provisional Affiliation

The potential group prepares a plan documenting how it intends to meet the obligations and responsibilities of an NAEYC Affiliate Group. The plan includes:

- a statement of purpose (mission statement) that highlights the group's commitment to NAEYC's three broad goals—organization building, professional development, and public policy/education
- a definition of the geographic area that will be served

- a plan to recruit members so as to include all persons working on behalf of young children and their families within the defined geographic boundaries
- a plan of activities to achieve the group's stated goals (workshops, conferences, etc.)
- a description of available resources to achieve these goals and a plan to build capacity (resources and members)
- a list of the officers responsible for launching the new group
- a letter from the board or executive committee of the state Affiliate Group and any local/metropolitan Affiliate Groups from which the new group may draw members, stating their acknowledgment of and support for a new Affiliate Group in the designated area

This plan is submitted to NAEYC as the group's request for Provisional Affiliation.

Step 3. Provisional Affiliation

NAEYC's Affiliate Affairs Committee reviews requests for Provisional Affiliation at the April, July, and November NAEYC Governing Board meetings. Early childhood groups wishing to be considered for Provisional Affiliation status must submit their materials no later than these dates to be considered at the next NAEYC Governing Board meeting.

Board Meeting Date	Materials Due By
April	March 15
July	June 15
November	October 15

A Provisional Affiliate Group is given permission to:

- recruit members and collect dues for the current or subsequent membership year at the reduced national rate for Affiliate Group members
- develop bylaws that comply with NAEYC guidelines for Affiliate Group bylaws
- receive all of the supports provided to any other Affiliate Group, including general liability insurance

By June 30 of the current or subsequent membership year, a Provisional Affiliate Group must

- submit a report on its activities as a Provisional Group
- submit a copy of its member-adopted bylaws
- demonstrate its capacity as an Affiliate Group by the successful recruitment of 30 to 50 paid members
- submit an updated plan of action for the following year

If a group's statement of intent and plans for its provisional year is not approved, the group is encouraged to continue its work in conjunction with another established NAEYC Affiliate Group within the geographic area, or to work with the state Affiliate Group to strengthen its plan and perhaps resubmit materials. The state Vice-President for Membership or Affiliate Chapters plays a pivotal role in this process, especially when groups are located in remote areas.

Step 4. Affiliation Decision

At its annual meeting in July—and following the completion of at least 6 months of Provisional Affiliation status—the Affiliate Affairs Committee reviews each Provisional Group's submitted materials. The Committee assesses the group's capacity to effectively fulfill the obligations and responsibilities of an NAEYC Affiliate Group, and makes a recommendation regarding affiliation to the Governing Board.

NAEYC's Governing Board reviews the Affiliate Affairs Committee's recommendations at its July meeting and all groups are notified of the affiliation decision.

Should the request be denied, the Governing Board could extend Provisional Affiliation status for another year to give the group more time to build the capacity to sustain an organization.

For Further Information

NAEYC. (1998). *Governing board manual.*

NAEYC Web Site: www.naeyc.org

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Document Checklist

Criteria for Effective Affiliate Groups

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

The Affiliate Group maintains and uses up-to-date *bylaws* to promote effective organizational functioning.

The Affiliate Group maintains *policies and procedures* based on its bylaws to guide its governance and activities in achieving its mission.

—ADP I-B, I-B-1, I-B-3

This checklist will help your organization maintain relevant, current, and accessible documents.

Organizations seeking affiliation with NAEYC find this tool sets the groundwork for meeting requirements for Provisional Affiliation. Established NAEYC Affiliate Groups use this checklist during the annual organizational review and when participating in the Association Development Process (ADP).

First, check that your Affiliate Group maintains each of these documents. Then review each document to determine whether it is up to date. Check all of the points that apply. References in parentheses are to the Criteria and Indicators found in Part II of the *NAEYC Affiliate Group Handbook*.

☐ **1. Mission statement (I-A-1)**
____generates a sense of shared ownership
____identifies goals and activities
____supports long-range and annual planning
____frequently communicated to members

☐ **2. Bylaws (I-B-1, I-B-4)**
____address purpose, geographic boundaries, officer and committee responsibilities, elections, terms, voting requirements, fiscal responsibilities, member rights, removal of officer/board member, archives, relationship to groups and staff
____distributed upon election/appointment to board
____available during board discussions
____reviewed every 5 years (date of last review____________________)

☐ **3. Job descriptions for each officer and committee (I-B-1)**
____outline roles/responsibilities
____reflect current structure and activities

☐ **4. Policies and procedures (1-B-3)**
____address responsibilities, fiscal management, technical assistance, event management, relationships with other Affiliate Groups, position statements, community relationships, who speaks on behalf of the group
____distributed upon election/appointment to board
____available during board discussions
____reviewed regularly (date of last review ____________________)

☐ **5. Minutes for the last 5 years (I-C-1)**
____record all motions, decisions, election results
____approved at next board meeting
____kept on file in permanent location

☐ **6. Historical records (I-C-1)**
____stored in safe, secure place

☐ **7. Business documents such as articles of incorporation, mailing permits, contracts (I-C-1)**
____exist when apply to group
____stored in safe, secure place

☐ **8. Insurance policies (I-C-1)**
____stored in safe, secure place
____updated periodically (date of last review ____________________)

☐ **9. Budgets for the past 5 years (I-D-1)**
____reflect prudent policies
____include reserves
____capitalize on volunteer resources

☐ **10. Fundraising plan (I-E-1, 2)**
____congruent with NAEYC and Affiliate Group missions
____includes sale of NAEYC publications
____reflects sound business practices

☐ **11. Outreach plan (I-A-2)**
____establishes annual membership goal that exceeds minimum required for affiliation
____addresses barriers identified in Inclusiveness Planning Tool

☐ **12. Membership brochure (I-A-1, 2)**
____describes group's mission and activities
____demonstrates commitment to diversity and inclusion
____encourages member involvement
____fee structures are as low as feasible

☐ **13. Other Affiliate Group publications (I-A-2, I-G-1)**
____describe group's mission and activities
____demonstrate commitment to diversity and inclusion
____keep fee structures as low as feasible
____keep members abreast of information

☐ **14. Advisory groups, committees, subcommittees, and their chairs, and members (I-A, B, F, G)**
____encourage member involvement
____demonstrate commitment to diversity and inclusion
____expand opportunities for leadership development
____facilitate networking

☐ **15. Advocacy agenda (III-B-1, 2, 3)**
____established annually to spark action and respond to legislative process
____supports policies and regulations that improve quality, compensation, and affordability
____integrates local, state, and national efforts

☐ **16. Representatives to coalitions (III-A-1)**
____are dedicated professionals
____nurture relationships with media

☐ **17. Membership list (I-A-3, I-C-1)**
____process memberships within 10 days
____contact new members within 1 month
____encourage prompt renewals

☐ **18. Action Plan (I-A-1, I-C-1)**
____stored in safe, secure, accessible location
____included in minutes upon adoption
____integrated into annual activities
____reviewed annually
____updated every 5 years

NOW GO BACK through the checklist. Highlight or circle all unchecked items, and make plans for improvements.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Mission Statement

Criteria for Effective Affiliate Groups

The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

Affiliate Group materials include descriptions of the group's mission and activities.
—ADP I-A-1, I-A-1a

NAEYC's Affiliate Groups should have a mission statement consistent with the national as well as any relevant state and/or regional Affiliate Group's mission statements. In addition, the document should reflect the principles in NAEYC's Code of Ethical Conduct.

NAEYC's mission is expressed in two ways:

> The purpose of NAEYC is to serve and act on behalf of the needs, rights, and well-being of all young children with primary focus on the provision of educational and developmental services and resources. (NAEYC Bylaws, Article II)
>
> NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. (NAEYC Mission Statement)

Obtain a copy of your state and/or regional mission statements before beginning to write or update your Affiliate Group's mission statement.

How to Write a Mission Statement

Founding members of a Provisional Affiliate Group write the initial mission statement.

Revisions are usually made by an ad hoc committee appointed by the Affiliate Group president (or as specified in your bylaws). Build consensus on your shared mission. Make sure all members of your Affiliate Group have ample opportunities to contribute to, and comment on, the initial or revised statement.

Concise statements keep your Affiliate Group focused on its priorities. Use the Document Checklist in this chapter, and these questions, when you draft, polish, or revise your mission statement:

- What is the official name of your Affiliate Group?
- Why do you exist?
- How can you incorporate principles from NAEYC's Code of Ethical Conduct and Statement of Commitment?
- Who are your members? Your audience?
- What kinds of services or resources will your Affiliate Group offer? (strategies, events, and activities)
- Which terminology will communicate this mission most effectively?

The examples on the next page contain ideas about what to include in your mission statement.

How to Use a Mission Statement

A mission statement helps your Affiliate Group stay focused on its priorities. It has the most clout if it

- is highly visible in familiar places in all Affiliate Group materials, such as membership recruitment brochure, newsletter, and board manual
- is referred to often during board deliberations/decisions
- is the centerpiece of the ADP self-study

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample
Mission Statements

National Association for the Education of Young Children

The purpose of NAEYC is to serve and act on behalf of the needs, rights, and well-being of all young children with primary focus on the provision of educational and developmental services and resources.

NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high-quality early childhood programs for young children.

NAEYC expresses its mission in terms of two broad goals: (1) facilitating improvements in the professional practice and working conditions in the field of early childhood education; and (2) increasing public understanding and support for high-quality programs for young children and their families. The Association strives to stimulate improvements in professional practices by creating professional development opportunities and resources and by setting and promoting standards of professional practice. NAEYC's efforts to improve public understanding and support take the form of public policy initiatives and public education activities.

Michigan Association for the Education of Young Children

The mission of the Michigan Association for the Education of Young Children is to promote quality education and the well-being of young children through professional development and advocacy.

Nebraska Association for the Education of Young Children

NeAEYC is exclusively organized to serve and act on behalf of the needs and rights of all young children, with primary focus on the provision of educational services and resources.

Black River (NY) Association for the Education of Young Children

The purpose of the BRAEYC shall be: (a) To serve and to act on behalf of the needs, rights, and well-being of all young children in Jefferson and Lewis Counties and their families, with special emphasis on developmental and educational services and resources, and (b) To foster the growth and development of the membership in their work with, and on behalf of, young children.

NAEYC Affiliate Group Official Documents...

Organizational Structure

Criteria for Effective Affiliate Groups

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

The Affiliate Group governance structure promotes involvement, provides for efficient decision making, and allows the group to carry out its program and activities.

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Executive Committee members—the Affiliate Group's president, president-elect or past president, vice-president, secretary, treasurer—are authorized to act on behalf of and exercise the powers of the board as specified in the group's bylaws.

The Affiliate Group's committee structure supports the group's mission and carries out its activities.

The Affiliate Group has geographic boundaries that define the area its programs serve and within which it recruits members.

—ADP I-B, I-B-2, I-B-2a, I-B-2b, I-B-2c, I-B-4

As a current or potential NAEYC Affiliate Group, you choose your own internal organizational structure. This structure is reflected in your bylaws and all other organizational documents. It determines the process and effectiveness of Affiliate Group functions. Established groups may find pertinent comments about the current structure during the Association Development Process (ADP).

One organizational model is included on the next page as a starting point for new groups and those considering improvements, both at the community and state levels. An ad hoc committee of individuals with experience in organizational structure and a commitment to membership involvement are well-suited to this task. This sample design, one of many options a group could choose:

- promotes broad participation and delegation
- stresses coordination and accountability through connection of each committee to a specific officer (the executive committee could have 5 or 7 officers)
- enables efficient, targeted use of limited volunteer time

For information about Affiliate Groups who employ staff, call NAEYC's Field Services Department at (202) 232-8777, (800) 424-2460; or e-mail affiliate@naeyc.org.

Factors to Consider

When designing your Affiliate Group structure, be sure you take these and other pertinent factors into account:

- fulfills parameters set by a state or regional Affiliate Group
- furthers mission and goals of the Affiliate Group
- considers number of current and potential members
- achieves geographic distribution
- establishes core executive committee of the governing board
- assigns responsibility for a cluster of committees to each officer

For Further Information

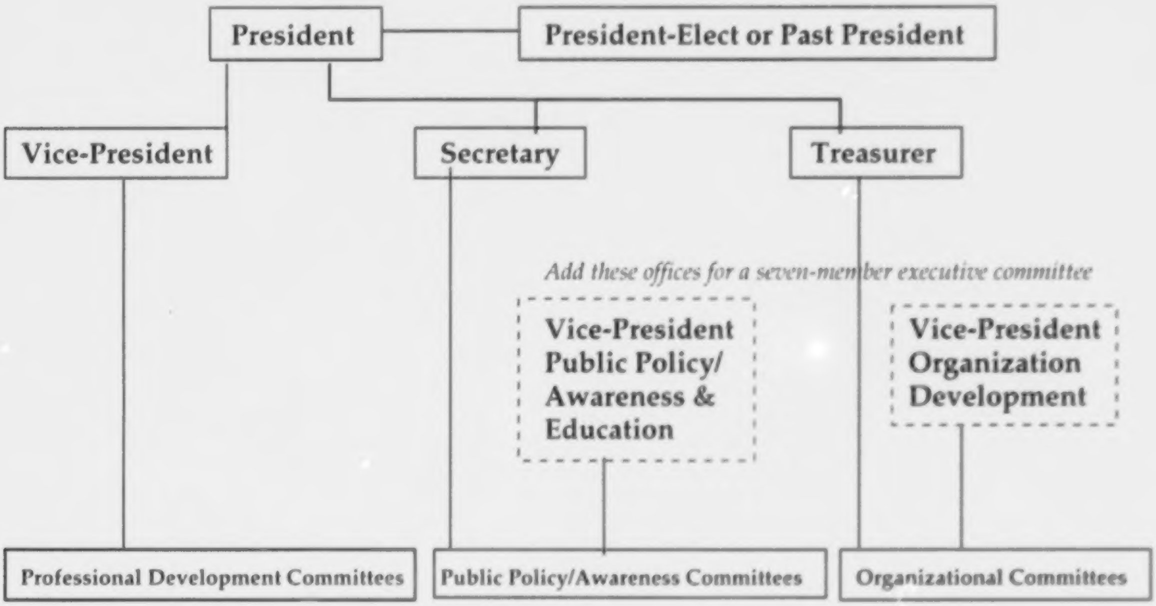
NAEYC Leadership Conference
NAEYC Regional Affiliate Group Conferences
The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample
Affiliate Group Organizational Structure

Executive Committee

Basic five-member executive committee
The Executive Director, if any, is an ex officio member of the executive committee


President
President-Elect or Past President
Vice-President
Secretary
Treasurer
Add these offices for a seven-member executive committee
Vice-President Public Policy/ Awareness & Education
Vice-President Organization Development
Professional Development Committees
Public Policy/Awareness Committees
Organizational Committees

Professional Development Committees

- *Program Committee
  - Conference
  - Study Groups/Workshops
- *Publications Committee
  - Newsletter
  - Resource Sales
- Positions & Standards Committee
  - Review new or revised NAEYC positions
  - Develop implementation strategies for NAEYC positions
- Professional Recognition Committee
  - Grants (MAG)
  - Scholarships
  - Awards

Public Policy/Awareness Committees

- *Public Policy Committee
  - Advocacy Training
  - Influencing Policy
- Quality Improvement Committee
  - Quality, Compensation, Affordability
  - Accreditation & DAP
  - Week of the Young Child
- *Public Information Committee
  - Media Relations
  - Civic Relations
  - Organization Relations

Organizational Committees

- *Finance Committee
- Personnel/Contracts Committee
- *Nominations & Elections Committee
- *Membership Committee
  - Recruitment
  - Affiliate Support/Hospitality
    - (state to locals)
    - (locals to student chapters)
- History/Archives Committee

* Committees marked with an asterisk (*) are essential for all Affiliate Groups. The other committees are a good idea, if feasible for the size of the organization.

Note: Ad hoc committees could be assigned to the appropriate cluster or to the president-elect or past president.

NAEYC Affiliate Group Official Documents...

Bylaws

Criteria for Effective Affiliate Groups

The Affiliate Group maintains and uses up-to-date bylaws to promote effective organizational functioning.

The Affiliate Group's bylaws address these and any other pertinent points:
- Purpose
- Responsibilities of officers, committee members, and executive committee
- Election or appointment of officers and board members
- Duration and staggering of terms of office
- Voting requirements (quorum, majority)
- Fiscal responsibilities
- Rights of members
- Removal of an officer or board member
- Archives and business records
- Relationship to NAEYC and other Affiliate Groups (including state/regional as appropriate)
- Relationship to staff (if appropriate)

Bylaws are distributed to every board member upon election/appointment and are available during board discussions.

Bylaws are reviewed for potential revision every 5 years.

Terms of office for board members are staggered to assure continuity and stability in Affiliate Group governance.

The Affiliate Group has geographic boundaries that define the area its programs serve and within which it recruits members.

—ADP I-B-1, I-B-1a, I-B-1b, I-B-1c, I-B-2e, I-B-4

Bylaws serve as a blueprint for the operation of your organization. Use these sample bylaws as a guide for updating, or writing, your group's documents. As your Affiliate Group changes, so will your bylaws, so be sure to include a provision for change!

Charter members of an Affiliate Group write and adopt the original bylaws during Step 3 of the affiliation process. After at least 6 months of Provisional Affiliation status, the bylaws are submitted to NAEYC's Affiliate Affairs Committee and Governing Board for approval.

Content of Bylaws

Your Affiliate Group's mission statement or purpose (drafted before bylaws are developed) forms the foundation for the organization's bylaws and structure. Indicator I-B-1a (cited above) lists the primary points to include in your bylaws.

To achieve continuity, we strongly recommend that Affiliate Groups
- elect only a designated portion of board members each year
- establish president and vice-president as non-entry-level positions
- stagger terms for president and vice-president, secretary and treasurer
- establish a one-year term as president-elect and another as past president surrounding the term as president
- assure that the full membership has an opportunity to be informed and vote on important actions

Use the sample format which follows to develop bylaws that will work well for the characteristics of your Affiliate Group. If you would like to study bylaws of an Affiliate Group similar to yours, please contact NAEYC's Field Services Department at (202) 232-8777, (800) 424-2460, e-mail affiliate@naeyc.org.

27

Sample
Affiliate Group Bylaws

The _______ Association for the Education of Young Children
Bylaws

Article I—Name

The name of this organization shall be the _____ Association for the Education of Young Children, hereafter also referred to as the ______ AEYC.

Article II—Purpose

The purposes of the _______ AEYC shall be:

Section 2.1.

(a) To serve and to act on behalf of the needs, rights, and well-being of all young children in (city/county) and their families, with special emphasis on developmental and educational services and resources.

(b) To foster the growth and development of the membership in their work with, and on behalf of, young children.

Article III—Membership

Section 3.1. Eligibility. Anyone interested in promoting the purposes of this Association may become a member upon payment of annual dues.

Section 3.2. Levels of Membership. All members of the ______ AEYC are also members of the ______ State AEYC, the ______ Regional AEYC, and the National Association for the Education of Young Children (NAEYC), and are entitled to the privileges of membership in accord with the membership categories of those respective associations.

Section 3.3. Classes of Members. The categories of membership shall be Comprehensive Affiliate, Regular Affiliate, and Student Affiliate. The Board shall have the authority to establish additional classes of members. Persons who are not members of the _______ AEYC and who therefore are not members of NAEYC, but who are interested in participating in the activities (workshops, newsletter subscriber) sponsored by the ______ AEYC may pay fees for such services. Such persons will be referred to as *participants* or *friends* of the ________ AEYC. For the purpose of establishing clear differentiation between (1) services provided for participant fees; and (2) memberships services, benefits, and rights due to those who pay full NAEYC membership dues, the term *member* shall not be used to refer to people who pay only participant fees.

Section 3.4. Rights of Members. All members, upon payment of all annual dues, shall become eligible for all rights, benefits, and responsibilities of membership as set forth in the bylaws and policies of each level of the Association.

Section 3.5. Dues. Membership dues shall be determined by the Board. Any member who fails to remit his or her dues for the current membership year within three (3) months of its start shall no longer be considered an active member.

Section 3.6. Membership Year. The membership year shall be from January 1 to December 31 (NOTE: effective January 1, 1998) or such other 12-month period as may be adopted by the Board at its discretion.

Section 3.7. Annual Meeting; Quorum; Voting.

(a) The annual meeting of the members of the Association shall be held as part of the annual meeting of the entire Association at such place as the Board may fix.

(b) The membership shall be informed by mail of the date and place of the meeting no later than four (4) weeks prior to the meeting. A quorum of members shall be necessary to transact business at the annual meeting or in any written ballot. A quorum shall equal twenty-five percent (25%) of the total number of voting members (based upon membership figures as of the last day of the immediately preceding membership year) participating in any written ballot or represented in person or by proxy.

Article IV—Administering Body

Section 4.1. Name. The administering body shall be called the Governing Board (the "Board").

Section 4.2. Powers and Duties. The Governing Board shall supervise, control, and direct the affairs of the Association, shall determine its policies or changes therein within the limits of the bylaws, shall actively promote its purposes, and shall have discretion in the disbursement of its funds. It may adopt such rules and regulations for the conduct of its business as shall be deemed advisable, and may, in the execution of the powers granted, appoint such agents as it may consider necessary.

Section 4.3. Composition.

(a) The Governing Board shall consist of the officers, and (insert number) at-large Governing Board members, elected by the membership of the Association. The size of the Governing Board is subject to change at its discretion; however, the number shall not be less than seven (7) nor more than (insert appropriate number for size of organization).

(b) No person shall serve on the Board unless that person is a member of the Association.

(c) Except for the initial year, officers and Board members shall be elected on a rotational basis to take office (insert date) in the year of their election for a term of (insert number) years or until their successors are elected and qualified, unless she or he is earlier removed or resigns.

(d) No Board member or officer shall serve more than (insert 1 or 2) successive term(s) in the same position.

Section 4.4. Meeting.

(a) There shall be at least one meeting of the Governing Board during the membership year. Special meetings of the Board may be called by written request of the President or at least five (5) Board members.

(b) Notice of any meeting of the Board shall be deemed to be duly given to a Board member (1) if mailed or faxed to the Board member at least four (4) days before the day on which such meeting is to be held, or (2) is delivered to him or her personally or orally, by telephone or otherwise, not later than the day before the day on which such meeting is to be held. Each such notice shall state the time and place of the meeting and the purposes thereof.

Section 4.5. Quorum and Voting.

(a) A simple majority of the Governing Board shall constitute a quorum for the transaction of business.

(b) Any action required to be taken at a meeting of the Board may be taken without a meeting, if proper notice of the proposed action is given in writing to all directors and thereafter a consent in writing approving the action is signed by all the directors entitled to vote on the subject.

Section 4.6. Resignation or Removal.

(a) An officer or board member may resign at any time. The resignation shall be made in writing and shall take effect at the time specified therein. The acceptance of a resignation shall not be necessary to make it effective.

(b) An officer or Board member may be removed, with or without cause, by mailed ballot in which members representing twenty-five percent (25%) of the total number of members participate (based on membership figures as of the end of the immediately preceding membership year) or at any regular or special majority of the voting members, voting either in person, or by proxy, or as otherwise permitted by law. No officer or Board member shall be removed at a meeting of members entitled to vote, unless written notice of such meeting is delivered to all members entitled to vote, and the notice explains that a purpose of the meeting is to vote upon removal of one or more directors named in the notice.

Section 4.7. Vacancies. Vacancies in the Board shall be filled by the Board. Each person chosen to fill a vacancy on the Board shall hold office until the next annual election of Board members, or, if so determined by the Board, until the expiration of the term of the vacant position.

Section 4.8. Executive Committee. The Executive Committee shall be charged with carrying out the functions of the Board between meetings of the Board, and the actions of the Executive Committee shall be acts of the Board. The Executive Committee shall consist of the five (5) principal officers of the Association. The Executive Committee shall meet at the call of the president or, at the written request of three (3) members of the Executive Committee, in the interim between meetings of the Board to consider and take action upon any business presented. A complete report of each meeting of the Executive Committee, including the Treasurer's report, shall be made to the Board as soon as practicable after any meeting. A majority of the Executive Committee shall constitute a quorum. A vote of a majority of Executive Committee members present at a meeting at which a quorum is present shall be required for action by the Executive Committee.

Article V—Officers

Section 5.1. Principal Officers. The principal officers of the ________ AEYC shall be:

President
President-Elect
(when this position is occupied)
Past President
(when this position is occupied)
Vice-President
Secretary
Treasurer

Section 5.2. Election of Principal Officers: Term of Office. The principal officers of the Association shall be elected annually by the members in conjunction with the election of directors by mailed ballot. The president-elect shall serve one (1) year in that office, two (2) years as president, and one (1) year as past president. The terms of the vice-president, secretary, and treasurer shall be four (4) years or until the officer's successor has been elected and qualified.

Section 5.3. Duties. The duties of the officers shall be such as are usually performed by these offices. Specific qualifications and duties are defined in the ________ *AEYC Leader Guide.*

Article VI—Nominations and Elections

Section 6.1. Nominating Committee Appointment. Each year, the Governing Board shall select a Nominating Committee in accordance with the Association bylaws and policies.

Section 6.2. Nominating Committee Duties.

(a) The Nominating Committee shall request suggestions for nominations from the membership no later than eight (8) weeks prior to the date that the slate is presented for voting.

(b) The Nominating Committee shall prepare a slate of officers and at-large Governing Board members in accordance with Association bylaws and policies, and shall notify the membership of the composition of the slate no later than four (4) weeks prior to the date that the slate is presented for voting.

Section 6.3. Candidates by Petition. Nomination of additional candidates may be made by members representing not less than ten percent (10%) of the total ______ AEYC members (based on figures for the immediately preceding year), or by a majority vote of the membership at a meeting called for the purpose of voting.

Section 6.4. Elections.

(a) Elections shall be accomplished by (insert date) of each year by mail vote or by a vote at a membership meeting as determined by the Governing Board in accordance with Association bylaws and policies. Election results shall be published in the first issue of the Association newsletter following the completion of the election.

(b) Elections shall be determined by a majority of the members voting.

Article VII—Committees

The President, with the approval of the Governing Board, shall appoint as many standing and special committees as are determined necessary to fulfill the purpose the Association. The powers, duties, and qualifications for appointment to such committees are specified in the ______ *AEYC Leader Guide.*

Article VIII—Fiscal Year

The fiscal year shall be from (month) 1 through (month) 30 or 31 or such other 12-consecutive-month period as the Board may designate.

Article IX—Parliamentary Authority

Robert's Rules of Order, Newly Revised shall be the parliamentary authority of the Association.

Article X—Indemnification*

The Association shall indemnify any person who was or is a party, or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Association) by reasons of the fact that he or she is or was director, officer, employee, or agent of the Association, or who is or was serving at the request of the Association as the director, officer, or employee. The individual shall be indemnified against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Association. With respect to any criminal action or proceeding, the individual had no reasonable cause to believe his or her conduct was unlawful.

Article XI—Amendments

These bylaws may be amended, repealed, or altered, in whole or in part (1) by a majority vote at any meeting of the Association; provided that a copy of any amendment proposal for consideration shall be mailed to the membership at least thirty (30) days prior to the date of the meeting; or (2) by approval of the members through a mail vote in accordance with the provisions of Article III, Section 7.

---

* Article X is optional and applies only to those Affiliate Groups that carry Directors and Officers (D & O) liability insurance for this purpose.

Article XII—Dissolution

The _______ AEYC may be dissolved at a membership meeting called for the specific purpose by a majority vote of the Governing Board. Upon dissolution of the Association, any remaining funds shall be distributed to one or more 501 (c) (3) organizations selected by the Governing Board.

Affiliate Groups are urged to appoint an ad hoc Bylaws Review committee every 5 years. Any changes are recommended for approval in accordance with the amendment process outlined in the bylaws (see Article XI).

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

For Further Information

Robert, H.M. (1989). *Robert's rules of order, newly revised.* New York: Berkley Books.

Zeitlin, K.A., & Dorn, S.E. (1996). *The nonprofit board's guide to bylaws: Creating a framework for effective governance.* Washington, DC: National Center for Nonprofit Boards.

Establishing an Early Childhood Club or Chapter

Criteria for Effective Affiliate Groups

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

The Affiliate Group governance structure promotes involvement, provides for efficient decision making, and allows the group to carry out its program and activities.

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Executive Committee members—the Affiliate Group's president, president-elect or past president, vice-president, secretary, treasurer—are authorized to act on behalf of and exercise the powers of the board as specified in the group's bylaws.

The Affiliate Group's committee structure supports the group's mission and carries out its activities.

The Affiliate Group has geographic boundaries that define the area its programs serve and within which it recruits members.

—ADP I-B, I-B-2, I-B-2a, I-B-2b, I-B-2c, I-B-4

In many communities, early childhood professional clubs or local chapters of established NAEYC Affiliate Groups are being formed. These groups often are based at colleges and universities, and typically are linked to NAEYC Affiliate Groups through their faculty advisors. Through these small groups, students are encouraged to join NAEYC and to become involved in all levels of the organization's professional development activities and advocacy efforts.

The Fitchburg (MA) State College Early Childhood Club has been very active on its campus, in the community, and in sharing with others how the Club continues to nurture future leaders in the field. Among the group's activities are these:

- offer workshops, presentations, and seminars designed for and by early childhood majors, including sessions at NAEYC's annual conference, the Connecticut AEYC conference, and the National Institute for Early Childhood Professional Development
- conduct fundraising events for a variety of causes
- write proposals for grants to support accreditation of the FSC Child Development Center, establish a Web page, and make a public relations videotape
- involve students in pre-practicum experiences in area schools
- increase public awareness through Stand for Children, Week of the Young Child, and various conferences
- promote involvement in the local NAEYC Affiliate Group, Montachusett AEYC

The Fitchburg Early Childhood Club's constitution is provided here as a sample document for reference by similar groups. For further information about establishing a club, call NAEYC's Field Services Department at (202) 232-8777, (800) 424-2460; or e-mail affiliate@naeyc.org.

Sample Constitution for an Early Childhood Club

Article I. Name: Fitchburg State College Early Childhood Club

Article II. Purpose:

1. Acquaint early childhood majors with the other students in the field.

BEST COPY AVAILABLE

2. Give early childhood majors the opportunity to extend their classroom knowledge to their field of study.

3. To further our understanding of early childhood beyond the boundaries of the classroom.

4. Provide a forum for the members to discuss issues pertinent to the field of early childhood.

5. Provide the members with information on job opportunities and graduate studies.

6. Offer an opportunity for social involvement among students and faculty.

7. Provide the members with a channel through which they can offer suggestions and/or criticisms which will be submitted to the Education Department Chairperson in the form of a written recommendation.

Article III. Membership:

1. All early childhood majors are automatically eligible for membership in the club.

2. Membership shall be open to all other students and faculty who are interested in its purpose and wish to actively partake in its programs.

3. To be considered an active member you **MUST** attend at least one (1) meeting, workshop, or club-sponsored event each month during the months the club is actively involved.

Article IV. Meetings:

1. Business meetings and/or workshops shall be held at least twice each month on the second (2nd) and fourth (4th) Thursdays of the month during semesters when the club is active.

2. Additional meetings shall be held upon the request of any of the following: the president, three (3) or more club members, and/or an official representative of Fitchburg State College.

3. Meetings for the discussion and presentation of matters pertaining to the purpose stated in these articles shall be hosted as occasion warrants.

Article V. Officers and their duties:

1. Elected members of this club shall be: president, vice-president, secretary, treasurer, public relations officer, class representatives.

2. The officers must hold term for one (1) full year.

3. The duties of the **president** are as follows:
   - a. preside over all meetings and/or workshops
   - b. coordinate the activities of the club
   - c. work out a budget with the treasurer and the vice-president to submit to S.G.A. for the following year
   - d. take over or re-assign the duties of any officer who resigns before the end of the term of the office
   - e. enforce the satisfactory performance of the duties of all other officers of the executive board

4. The duties of the **vice-president** are as follows:
   - a. take over all duties of the president in case of absence
   - b. assist the president in all of his/her duties
   - c. take over the office of president if the president resigns
   - d. work out the budget with the president and treasurer and submit the proposal to S.G.A. for the next year
   - e. maintain the club bulletin board with up-to-date materials

5. The duties of the **secretary** are as follows:
   - a. record the minutes of each meeting and send copies to S.G.A., the faculty advisor, and the vice-president to post on the club bulletin board
   - b. keep copies of this constitution and all minutes of all meetings/workshops
   - c. write and send all notices to all active members of the club on all meetings and club-sponsored activities
   - d. keep attendance records for each club-sponsored activity
   - e. provide a copy of this constitution of the club on demand of the following: any active member, S.G.A., faculty advisor, official representative of Fitchburg State College

6. The duties of the **treasurer** are as follows:
   - a. be responsible for the administration of club funds and any funds held in trust by the club
   - b. work out a budget with the president and vice-president and submit the proposal to S.G.A. for the following year
   - c. be responsible for the administration of funds and for payment of all bills and vouchers of the club

7. The duties of the **public relations officer(s)** are as follows:
   - a. maintain and post monthly bulletins about up-coming events sponsored by the club through posters throughout the campus and member mailings

    - b. assist in the maintenance of the club bulletin board
    - c. take over the duties of the secretary in case of absence and/or resignation
    - d. assist the secretary in all duties

8. The duties of the **class representatives** are as follows:
    - a. recruit new members
    - b. act as a liaison between club members and the executive board
    - c. assist all other officers of the executive board as necessary or by order of the president

9. All executive board members are responsible for the following:
    - a. the continuation of this club from semester to semester
    - b. head all committees formed by the club
    - c. carry out the purposes of the club as stated here
    - d. carry out the duties of their office to the best of their abilities

Article VI. Constitution and amendments:

1. This constitution shall be adapted upon receiving a two-thirds (2/3) vote of all **attending** members.

2. The constitution shall be reviewed and voted on each year.

3. Amendments to this constitution shall not become valid until a copy is placed in the Student Personnel Office of Fitchburg State College.

Article VII. Election of officers:

1. Election or appointment of the president for the following year (semester) shall take place in May, or in the event of the president **and** vice president leaving (resigning).

2. If all but one office-holder resigns, the remaining officer shall automatically take over the position of president.

3. All offices of the executive board are elected every May.

4. One representative position will be held open so as to allow the incoming freshmen a chance to serve on the executive board. The selection of this position shall be done during the first general meeting of the club. The selection of this position shall be the sole responsibility of the president. If there are no freshmen who wish to serve on the executive board or if there is more than one representative position open, then this position and any other open position shall be opened to all club members regardless of class.

For Further Information

NAEYC Leadership Conference

NAEYC Regional Affiliate Group Conferences

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

BEST COPY AVAILABLE

NAEYC Affiliate Group Official Documents...

Leader Guide

Criteria for Effective Affiliate Groups

All incoming officers, board members, and committee chairs are oriented to the organization's mission and structure and their responsibilities.

Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions.
—ADP I-B-2f, I-B-3b

Every Affiliate Group that has its own operations manual—a *Leader Guide*—functions more smoothly. **Start your Affiliate Group's *Leader Guide* now, or add to it as you go!**

Content of *Leader Guide*

These are the components typically included in such a document:

Organization

- Mission Statement
- Organizational Structure (state Affiliate Groups include chapter and student chapter guidelines)
- Bylaws
- Incorporation/Nonprofit Status Documents
- Job Descriptions (officers, board, and committees)
- Policies and Procedures
- Action Plan
- Outreach Plan
- History/Annual Reports
- Officer Contact Information

When it comes to the future
there are three kinds of people:
Those who let it happen,
those who make it happen,
and those who wonder what happened.
—J.M. Richardson, Jr.

Functioning

- Principles to Enhance Board Leadership
- NAEYC's Code of Ethical Conduct
- Parliamentary Procedure
- Annual Business and Event Calendar
- Minutes (past two years)
- Motion Form
- Meeting Evaluation Form
- Nominations and Elections

Finance

- Financial Policies
- Budget (past and current year)
- Financial Reports
- Reimbursement Policies/Forms
- Grants and Contracts
- Annual Audit
- Insurance/Investments Records

Program

- Membership List
- Committee Rosters
- Award Criteria/List of Recipients
- Conference/Study Groups/Workshops (schedule, presenter criteria, evaluation form)
- Resources (list, schedule, author/photo guidelines)

Personnel (if any)

- Job Descriptions
- Policies and Practices
- Roster

Responses to the Affiliate Group Leader Interview, (see Chapter 3), used during the Association Development Process, may contain recommendations for items to include in the *Leader Guide*.

As your Affiliate Group adapts these materials to build consensus among members, develops new organizational documents, or modifies those in place, be sure to enter each new or updated item into the Affiliate Group *Leader Guide*.

Leader Guide Distribution

Attractive, distinctive binders for the guides foster a sense of cohesiveness and convey professionalism. **Provide copies to all board members and committee chairs before their orientation.**

Whenever possible, maintain the master copy of your Affiliate Group *Leader Guide* on computer. File a printed, current copy in your permanent archives.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Governing Board

Criteria for Effective Affiliate Groups

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Executive Committee members—the Affiliate Group's president, president-elect or past president, vice-president, secretary, treasurer—are authorized to act on behalf of and exercise the powers of the board as specified in the group's bylaws.
—ADP I-B-2a, I-B-2b

Responsibilities

Affiliate Groups establish their own governing board responsibilities. Boards typically assume the basic responsibilities listed on the next page. These roles are integrated throughout the Goals, Criteria, Indicators, and Strategies for Affiliate Group Success (Part II of this *Handbook*).

Responses to the NAEYC Member Survey and Affiliate Group Leader Interview, both used during the Association Development Process (ADP) may help your Affiliate Group identify board oversight areas that need to be strengthened.

Jennifer Rutledge of Delphi Consulting Group, Inc. identifies these three basic duties of board members:

> **#1** ***Care***—How do individual board members take care of themselves and each other to enhance their effectiveness as a team?
>
> **#2** ***Loyalty***—Do all board members share a high level of commitment to the Affiliate Group's mission?
>
> **#3** ***Obedience***—Do all board members share an obedience to decisions made? After a vote is taken, board members support the decision of the majority.

Overall board member responsibilities are outlined in this section. Details for specific positions are found in the section on board member job descriptions later in this chapter.

Rotation, Resignation, and Removal

An Affiliate Group's bylaws specify how the rotation of officers is to be carried out (see the sample bylaws, Article IV, Section 4.3 in this chapter). We recommend that only a designated portion of board members be elected each year, that terms for president and vice-president, secretary and treasurer be staggered, and that the president serve a one-year term as president-elect and another as past president surrounding the term as president.

Sample 4-Year Board Rotation
Year 1: Elect president-elect, secretary, one board member
Year 2: Elect vice-president, one board member (president-elect becomes president for 2 years)
Year 3: Elect treasurer, one board member
Year 4: Elect one board member (former president becomes past president)

Affiliate Group bylaws also indicate how resignations and the process for removals from the board are to be handled (see the sample bylaws, Article IV, Section 4.6).

How is Our Board Doing?

At least once a year, perhaps more frequently, Affiliate Group boards benefit from conducting a self-evaluation. Adapt the brief sample evaluation included here to fit your needs. These evaluations can add to the insights gleaned from the Leader Interview.

For Further Information

Aspen Publishers. (1995). *Board member manual 1995.* Frederick, MD: Author.

Carver, J. (1997). *Boards that make a difference: A new design for leadership in nonprofit and public organizations* (2nd ed.). San Francisco: Jossey-Bass.

Carver, J., & Carver, M.M. (1997). *Reinventing your board: A step-by-step guide to implementing policy governance.* San Francisco: Jossey-Bass.

Hesselbein, F., Goldsmith, M., & Beckhard, R. (Eds.). (1996). *The leader of the future.* San Francisco: Jossey-Bass.

Kelley, R. (1992). *The power of followership: How to create leaders people want to follow… & followers to lead themselves.* New York: Doubleday.

LeMon, C. (1990). *Assertiveness: Get what you want without being bossy.* Shawnee Mission, KS: National Press Publications.

Maddux, R.B. (1992). *Team building: An exercise in leadership.* Menlo Park, CA: Crisp Publications.

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Reeves, C. (1988). *Managing meetings.* P.O. Box 55, Bozenkill Rd., Altamont, NY 12009: DeLoayza Associates.

Stoesz, E., & Raber, C. (1997). *Doing good better! How to be an effective board member of a nonprofit organization.* Intercourse, PA: Good Books.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group
Governing Board Member
Oversight Areas & General Responsibilities

Board Oversight Areas	Overall Responsibilities
Planning	Determine Affiliate Group mission, structure, bylaws, policies and procedures Initiate Association Development Process (ADP) Appoint ADP Steering Committee, Task Groups Approve Action Plan, submit to NAEYC/regional/state Monitor achievement of Action Plan goals Meet federal, state, local regulations
Organizational Functioning	Plan meeting agendas, record minutes Manage Affiliate Group risks Seek legal and technical advice as needed Develop job descriptions and appoint committee members Orient new leaders File reports with NAEYC and/or regional/state Oversee election process Conduct annual evaluation of board functioning
Finance	Adopt and monitor budget Establish financial policies Approve expenditures not included in budget Prepare financial reports Prepare proposals and oversee grants Approve contracts Initiate annual audit Assure Affiliate Group has resources to carry out mission Preserve and protect Affiliate Group assets
Personnel (if any)	Employ and support chief executive officer Conduct annual review of CEO performance Approve staff policies Seek balance between roles of board and staff
Program	Approve annual program plans that advance the organization's mission and are responsive to member needs/interests Determine fees for Affiliate Group activities/resources Evaluate programs Appoint official representatives Establish a visible professional presence

Sample
NAEYC Affiliate Group Governing Board Self-Evaluation

Check the areas where our Affiliate Group governing board could improve:

____1. Members attend meetings regularly
____2. Members arrive at meetings on time
____3. Members come prepared for discussion
____4. Agenda is well planned, assures that business is conducted as required by bylaws
____5. Purpose of meeting is announced in advance and background materials are provided
____6. Board follows agenda, finishes on time
____7. Committee chair reports are timely and interesting
____8. Board members refer to Affiliate Group mission statement, bylaws, and policies and procedures for guidance in decision making
____9. Business is only conducted when a quorum is present
____10. Board members know their financial and legal responsibilities and assure that the organization complies with them
____11. Members oversee the organization's financial structure and activity, including income, expenses, borrowing, insurance coverage, audits, bank relations, and fundraising
____12. Board members are flexible, open to compromise, and seek consensus
____13. Board members listen to and respect each other
____14. Board members hire, evaluate, supervise, and fairly compensate the Executive Director
____15. Discussion focuses on the issue at hand
____16. Members demonstrate commitment to inclusiveness
____17. Members organize their thoughts and limit their input to a reasonable amount of time
____18. Minutes are clear and accurate
____19. Members accept responsibility for developing new leaders
____20. Board members assure that the board succession and nomination process is followed
____21. Members help orient new board members
____22. Members can be counted upon to follow through on assignments
____23. Board (and staff, if applicable) relationships are characterized by trust and communication
____24. Board meetings focus on policy decisions and strategic planning (procedural matters are handled by committees)

What steps will the governing board take to make these improvements?

Committees

Criteria for Effective Affiliate Groups

The Affiliate Group's committee structure supports the group's mission and carries out its activities.

All incoming officers, board members, and committee chairs are oriented to the organization's mission and structure and their responsibilities.

Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions.
—ADP I-B-2c, I-B-2f, I-B-3b

There is something that is much more scarce,
something finer far, something rarer than ability.
It is the ability to recognize ability.
—Elbert Hubbard

Types of Committees

Committees are intended to be an efficient way for groups of people to get things done with more flexibility than a full board.

Responses to the NAEYC Member Survey and Affiliate Group Leader Interview (see Chapter 3), used during the Association Development Process (ADP) self-study, may lend insights into the current functioning of your Affiliate Group committees.

NAEYC uses the term *committee* to denote a committee of the board; *panels* are used for advisory groups that include board members and non-board members. Affiliate Groups establish their own designations.

Three types of committee groups are established by most organizations:

- ***Standing committees***—The composition and continuing functions of these committees are set forth in your Affiliate Group's bylaws and relate directly to your purpose.

  Affiliate Groups typically have standing committees for finance, membership, program, nominations, Week of the Young Child, public information, public policy, and the executive committee. The president appoints all committees except nominations; nominating committees in a democratic group are appointed by the full board or elected by the membership.

- ***Special or ad hoc committees***—These groups are appointed to perform specific functions within a time framework identified by the Affiliate Group board.

  In an Affiliate Group engaged in the Association Development Process, the three ADP Task Groups serve as special committees, for example. Similarly, a special committee might be appointed to study the feasibility of a dues or benefit change or to apply for a Membership Action Group (MAG) grant.

- ***Steering committees or advisory panels***—Specific, long-term tasks may be assigned to these groups.

  An Affiliate Group steering committee oversees the Association Development Process.

There are two kinds of people,
those who do the work
and those who take the credit.
Try to be in the first group;
there is less competition there.
—Indira Gandhi

BEST COPY AVAILABLE

Sample
Types of NAEYC Affiliate Group Committees

Type of Committee	Possible Committees and Target Areas
Standing Committees	Program
	Conference Planning
	Study Groups/Workshops
	Publications
	Newsletter
	Resource Sales
	Positions and Standards
	Recognition
	Grants (MAG)
	Scholarships
	Awards
	Public Policy
	Advocacy Training
	Influencing Policy
	Quality Improvement
	Quality, Compensation, Affordability
	Accreditation & Developmentally Appropriate Practice
	Week of the Young Child
	Public Information
	Media Relations
	Civic Relations
	Organization Relations
	Finance
	Personnel/Contracts
	Nominations and Elections
	Membership
	Recruitment
	Affiliate Support/Hospitality
	History/Archives
Ad hoc Committees	Position Statement Draft
	Bylaws Review
	Focus Group
	Association Development Process (ADP) Task Groups
	Organizational Development
	Professional Development
	Public Policy/Public Awareness
Steering Committees/ Advisory Panels	ADP Steering Committee
	Editorial Review

Committee Limitations

The following policy with regard to committees appears in NAEYC's bylaws and may be used as a sample policy for your Affiliate Group.

■■■■■■■■

Sample Policy

Committees

The board, upon approval of the board members, may designate from time to time, one or more committees of board members and other Association members.

Any committee shall have and may exercise the powers of the board in the management of the business and affairs of the Association.

However, a committee may not:
1. Adopt a plan for the distribution of the Association's assets or its dissolution;
2. Approve or recommend to members any act required by law to be approved by members;
3. Fill vacancies on the board or any of its committees;
4. Elect, appoint, or remove any officer, director, or member of any committee, or determine the compensation of any member of a committee;
5. Adopt, amend, or repeal the Articles of Incorporation or bylaws;
6. Adopt a plan of merger or consolidation, or authorize the sale, lease, exchange, or mortgage of all or substantially all of the assets of the Association;
7. Amend, alter, repeal, or take action inconsistent with any resolution or action of the board when such resolution or action provides by its term that no committee shall amend, alter, or repeal it.

Let us put our minds together
and see what life we can make
for our children.
—Sitting Bull

When and How to
Delegate Authority

Effective Affiliate Group boards and committee chairs routinely delegate responsibility to other volunteers or staff members (in larger organizations). Here are some recommendations for leaders to keep in mind:

- Prioritize board or committee tasks. Address the most critical ones as a group; delegate the others to a committee or individual.
- Match the assignment to committee or individual characteristics, capabilities, and interests. Make sure that all participants agree with the task goals.
- Agree on which tasks to accomplish, what the priorities are, and which resources are available or are to be found.
- Set standards that encourage initiative, creativity, and organizational loyalty. Outline expectations for quality, quantity, deadlines, how success will be measured. Give clear instructions.
- Demonstrate genuine interest and maintain control. Offer regular support. Welcome questions. Review progress periodically. Avoid becoming a crutch or busybody.
- Celebrate accomplishments. Note progress at Affiliate Group board and membership meetings. Include highlights in your newsletter or community newspaper. Upon successful completion, the president might write a brief note of congratulations and express thanks on behalf of the group to each person involved.

Effective Committee Members

Strong leadership is the best way to achieve successful committee operation. An effective committee chair commands the respect of the committee members and your group's membership. Seek out committee leaders and members who:

- are knowledgeable about your Affiliate Group and the task to be accomplished
- accept the committee's responsibilities and timelines

- are clear about the group's policies and procedures
- can contribute to the effective functioning of the group
- bring fresh ideas and new energy to the task

Composition of Committees

Small committees (3 to 5 people) are easier to organize and usually act faster. Larger groups of up to 12 people, on the other hand, may include individuals with a broader variety of skills and viewpoints. The decision about how many people to appoint to a committee should take into consideration the number of interested people available and the scope of the task in an effort to achieve a workable balance.

The Affiliate Group president is an ex-officio member of all committees except the nominating committee. Thus, the president has all the rights of membership (including making motions and voting), but none of the obligations (attendance), and is not counted in a quorum.

An effective committee member...

- Comes to meetings prepared to discuss and act on agenda items.
- Brings up pertinent points of discussion or items of business at the appropriate time.
- Asks for the floor in order to make a genuine contribution.
- Speaks briefly and to the point, in a voice that can be heard by all.
- Takes time to reach informed decisions.

For Further Information

Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership.* New York: Basic.

Kelley, R. (1992). *The power of followership: How to create leaders people want to follow… & followers to lead themselves.* New York: Doubleday.

LeMon, C. (1990). *Assertiveness: Get what you want without being bossy.* Shawnee Mission, KS: National Press Publications.

Maddux, R.B. (1992). *Team building: An exercise in leadership.* Menlo Park, CA: Crisp Publications.

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Pohl, A.N. (no date). *Boards and committees: A handbook on parliamentary procedures.* Parlie Publications, 15525 S.W. 114th Court, #31, Tigard, OR 97224-3310.

Reeves, C. (1988). *Managing meetings.* P.O. Box 55, Bozenkill Rd., Altamont, NY 12009: DeLoayza Associates.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Staff

Criteria for Effective Affiliate Groups

Capitalize on the Affiliate Group's volunteer resources to achieve organizational stability and reach its goals.

—ADP I-D-1b

Large, financially stable NAEYC Affiliate Groups often employ part-time and/or full-time contractors or staff. Tax and benefit packages are different for employees and independent contractors. Your organization determines which arrangement is most feasible for all parties. Renting or purchasing a facility to house staff may also be considered.

Some Affiliate Groups hire people to provide *business, clerical, and administrative support.* These staff carry out activities such as these:

- process memberships
- answer telephones
- maintain the mailing list
- produce a newsletter or journal
- manage conferences
- perform bookkeeping functions

A sample job description for a central office manager is found in this section.

Established Affiliate Groups may also hire professional staff, such as an executive director, to handle *decision-making and program responsibilities.* A sample job description for executive director is also provided.

To obtain the names of Affiliate Groups that employ staff members filling positions similar to the one your organization is considering, call NAEYC's Field Services Department at (202) 232-8777 or (800) 424-2460, or e-mail affiliate@naeyc.org.

> The acid test for hiring:
> Ask yourself, how would you feel
> having the same person working for
> your competition instead of you.
> —Harvey Mackay

Hiring Considerations

Sound business practices are essential when hiring and maintaining Affiliate Group staff or contractors. Affiliate Groups that are thinking about hiring people must make a variety of decisions first. Responses to these questions can help guide the decision-making process:

- What are the needs of the Affiliate Group that the person would be expected to fill?
- How will the position be advertised?
- What is to be included in the job description?
- How is the annual timetable of work determined?
- How will salary be determined?
- Who will supervise the staff or contractor? How will an annual evaluation be conducted?

Board and Staff Roles

An Affiliate Group that employs one or more people must develop policies regarding board and staff roles and relationships. In general, boards as a group govern (set policy) and have fiduciary responsibilities for the organization; staff have day-to-day management responsibility for the organization. Some questions to consider are:

- Who determines personnel policies for any staff members?
- What is included in each staff member's job description?
- What items should be included in the Affiliate Group Employee Handbook?

NAEYC's *Governing Board Manual* (1998) recommends adoption of these policies, which define board and staff responsibilities, before hiring staff. Adapt them to the needs of your Affiliate Group. An Employee Handbook typically includes personnel policies, benefits, and work standards.

■■■■■■■

Sample Policy

Role of Board vs. Role of Staff

The elected governing board has the authority to exercise general supervision over the affairs of the Association, transact business, and implement the purpose of the Association.

Staff is responsible for the day-to-day operation of the organization within a framework of goals, policies, and priorities set by the governing board.

Staff is responsible for developing and implementing strategies that accomplish the stated goals or policies developed by the board.

Staff role in the formulation of policy is to: frame issues for board consideration; prepare background information; present possible options; and make recommendations based on the staff's understanding of the organization's needs, resources, and capacities.

Boards of nonprofit organizations rely on the staff to support their efforts (Andringa, 1997). Among the ways staff support boards are to

- clarify roles
- give sound information from which the board develops policies
- maintain a board reference book with bylaws, standing policies, the most recent financial report, past minutes
- comply with all laws
- work with auditors
- cultivate new board members
- assist with board development
- create interesting meetings
- resolve conflicts with staff outside the board
- express appreciation to the board

Staff Evaluation

The Affiliate Group board regularly evaluates the work of its Executive Director or other employee over whom it has direct authority. Performance is measured in relationship to how well the individual effectively carries out the job description. The evaluation process may include input from board and peer staff, a self-evaluation, a rating system, discussion, and the opportunity for the staff member to respond.

For Further Information

American Society of Association Executives, 1575 I Street, N.W., Washington, DC 20005-1168. Phone (202) 626-2723, fax (202) 371-8825. Web: amcsec@asaenet.org.

American Society of Association Executives & International Association of Association Management Companies. (1997). *Best professional practices for association management companies.* Washington, DC: Author.

Andringa, R.C. (1997, February). Checklist: How staff can help boards succeed. *Board Member, 6*(2), 5.

Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership.* New York: Basic.

Kelley, R. (1992). *The power of followership: How to create leaders people want to follow… & followers to lead themselves.* New York: Doubleday.

Maddux, R.B. (1992). *Team building: An exercise in leadership.* Menlo Park, CA: Crisp Publications.

NAEYC. (1998). *Governing board manual.*

NAEYC Leadership Conference

Non-Profit Nuts & Bolts, 4623 Tiffany Woods Circle, Oviedo, FL 32765. Phone (407) 667-6564, fax (407) 677-5645. Web: nutsbolts.com.

Tenenbaum, J.S. (1997, May). The case *for* employment handbooks. *Community Risk Management & Insurance, 6*(3), 7, 9.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample

Job Description

Executive Director

California Association for the Education of Young Children

The position: The Executive Director will assume this position at a critical point in the history of the Association. The primary responsibilities of the position will be to collaborate with the Board in the development of a shared vision for the future of CAEYC, and to lead and manage the Association by implementing the policies and directives of the Board.

Duties and Accountabilities

1. Create an environment that effectively uses human and financial resources as well as information and communication technologies to advance the activities and functions of the association at all levels of operation, management, and governance.

2. Together with the Board of Directors, provide the vision and direction necessary to facilitate qualitative improvements in the practice and working conditions in early childhood education by supporting and promoting NAEYC accreditation.

3. Establish a management structure and commensurate procedures for the selection and development of dedicated staff who are committed to the Association's mission, who value diversity, and who are qualified to make informed decisions regarding goals, policies, and allocation of resources as determined by the Board of Directors.

4. Together with the Board, and in cooperation with NAEYC and other associated organizations, provide direction in the development and implementation of public policies to improve public understanding, support, and funding of high-quality programs in centers, schools, and homes.

5. Develop collaborative strategies which continue to build and maintain an active and diverse membership and which enable and emphasize inclusiveness and participation of all members in the direction and mission of the Association.

6. Enhance the ability of the Association to stimulate deeper understanding of the knowledge and skills required to engage in informed professional practice in the field of early childhood education through the provision of conferences, workshops, publications, and other instructional resources.

7. Build upon the financial strength and viability of the Association by initiating new programs that enhance the financial stability and increase revenues of the Association.

8. Develop concepts and strategies for enhancing the effectiveness and visibility of the Association's work among all of its constituent groups.

9. Participate in the life of the Association by attending conferences and interfacing with local affiliates, workshops, and special events as well as representing the Association at NAEYC, other national organizations, associations, and foundations whose interests parallel those of the CAEYC.

10. Build coalitions with other early childhood organizations in California to advance the quality of programs.

BEST COPY AVAILABLE

Sample
Job Description
Executive Director
Chicago Metro Association for the Education of Young Children

The executive director is the chief executive officer of the Chicago Metropolitan Association for the Education of Young Children and is solely and directly responsible to the board of directors. The executive director recommends to and participates with the board of directors in the formulation of organization policies and strategic goals assuming the leadership role in the management of the Association. This includes responsibility for the effective direction of operations and activities of the organization; for fiscal planning and management; for sound administrative procedures and practices; for representing the Association in the public sphere and funding purposes. The executive director is reviewed annually by the executive board.

Essential Job Functions

Affiliate Relationships

- Maintain professional relations with other local AEYC Affiliate Groups.
- Provide information to and communicate with our state Affiliate Group through the elected representative.
- Maintain effective communication and relations with NAEYC.

Association Administration

- Formulate and annually review the Association personnel policies for discussion by the Human Resources standing committee and approval by the board of directors.
- Establish and annually review written office operating procedures.
- Provide appropriate professional space and equipment for Association activities.
- Create office staffing structure (organizational chart) and job descriptions for discussion and approval by the human resources standing committee.
- Provide for annual evaluation of all employees.
- Formulate and evaluate on a regular basis clear and distinct roles and job descriptions for the various functions of employees and volunteers.
- Assist the Association in continually re-defining the roles of employees and volunteers.

Communications/Public Relations

- Maintain effective internal communications within the Association.
- Maintain effective external communications with the media and other organizations with similar missions.
- Contribute to the public understanding and support of the mission and goals of the Association: serve as a spokesperson for the Association, represent the Association to public and private organizations, participate in forums related to the issues affecting children and families

Financial Management

Manage the finances of the Association by:

- Preparing the annual budget with Association committee requests and offices needs for discussion by the Finance Standing Committee and approval by the board.
- Providing the Finance Standing Committee with information regarding cash flow projection.
- Administering the Association programs within the approved budget.
- Providing oversight to the Financial Coordinator in maintaining accounting systems.
- Providing information for an annual audit in coordination with the Financial Coordinator.
- Overseeing the systems for purchasing, contracting, and banking with the Financial Coordinator.

- Administering the investments of the Association in accordance with the board-approved investment policy.
- Writing grant proposals or supporting the grant writing of the committees and commissions.

Legal Integrity

- Administer the Association in conformity with the articles of incorporation, bylaws, and standing rules.
- Administer the insurance of the Association with adequate and appropriate coverage.
- Administer the Association's programs under the direction of the board of directors in a manner that protects the Association from lawsuits.

Personnel Management

- Oversee the recruitment, hiring, development, evaluation, promotion, and separation of employees and consultants in accordance with Association personnel policies.
- Establish and promote a productive work climate.
- Manage a system to document attendance and performance of each employee.
- Revise and review the professional development plan for each employee.
- Assure Association compliance with federal and state EEO and labor guidelines.

Professional Development

- Maintain current knowledge on developments and issues relating to children and families.
- Maintain current knowledge of association management.

Programmatic and Professional Responsibility

- Represent the Association on committees which address the formulation and on-going development of current issues and activities in the early childhood field.
- Recommend to appropriate committees opportunities for collaborations with organizations and individuals to foster advocacy on behalf of children and families.
- Facilitate and strengthen the ability of the Association committees and commissions to facilitate the goals of the Association.

Strategic and Operational Program Planning

- Provide leadership in the development of the management operational plan to meet the goals and objectives of the Association.
- Participate in the strategic planning process by providing perspective, information, and resources to the Board Development standing committee.

Support for the Board of Directors/Committees/Commissions

- Support the planning and coordination of the meetings of the Board of Directors.
- Create the board meeting agenda with the board president and distribute with the meeting notice.
- Attend board, executive board, and standing committee meetings.
- Keep board informed through regular written reports on Association issues.
- Coordinate the participation of employees in standing committee meetings.
- Oversee and maintain the records of the Association in accordance with appropriate record-keeping standards.

BEST COPY AVAILABLE

Board Member Job Descriptions

Criteria for Effective Affiliate Groups

The Affiliate Group governance structure promotes involvement, provides for efficient decision making, and allows the group to carry out its program and activities.

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

—ADP I-B-2, I-B-2a

Boards and committees in our organization are working groups—people are much more valuable than a list of names to add prestige to the letterhead! It is an honor to be asked to serve, and *serve* is a key word. Board members and committee chairs are expected to adjust their personal calendars in order to attend regular and special meetings.

Bylaws are the springboard from which job descriptions are prepared for Affiliate Group leaders. Use the suggestions in this section and the Affiliate Group Document Checklist (see Chapter 1 of this *Handbook*) to write or update job descriptions for leaders.

Who Prepares Job Descriptions?

Job descriptions are developed and updated regularly through Affiliate Group governing boards, usually by a committee of experienced office holders. Solicit recommendations from people who held the post in the past as well.

■■■■■■■

Sample Policy

Job Descriptions

The ______AEYC approves and regularly updates job descriptions for governing board members and standing committee chairs.

How Job Descriptions Are Used

Make sure there is a job description for each position. When your Affiliate Group recruits new officers and committee chairs, provide each potential candidate with a copy of the job description. New leaders should agree to fulfill these basic responsibilities.

Job descriptions also provide a measurable way to evaluate work and serve as grounds for removal from office when a leader fails to fulfill her or his responsibilities.

Content of Job Descriptions

Whenever your Affiliate Group establishes or revises job descriptions, make copies of the sample job description form provided here, or an adaptation of it, to use as worksheets. This form applies to board members and committee chairs.

The format should be consistent for all positions within the Affiliate Group. Begin by writing a list of qualifications and a general job description that fits all officers. Develop another general job description that fits all committee chairs. Samples are included.

Time is nature's way of keeping everything
from happening at once.
—Anonymous

51

Objective qualifications

- membership in the Affiliate Group
- agreement to fulfill the job description
- agreement for board members to attend at least 75% of governing board meetings and at least 50% of membership meetings
- demonstrated leadership ability
- experience in supervising people's work

Subjective qualifications

- skill and ease in working within groups
- high interest in the Affiliate Group's mission
- breadth of understanding and respect for viewpoints of others
- willingness to state one's convictions and equally the willingness to accept the majority decision when in conflict with one's own stand
- ability to work in mutual trust and partnership with other leaders and supervise the work of other volunteers
- clear understanding of volunteers and their willingness to work based on clear-cut job responsibilities and descriptions
- understand when a person speaks on behalf of the Affiliate Group and when one is speaking for oneself

> Blessed are the incumbents,
> for they shall inherit their own mess.
> —Joe Hickman

Sample
NAEYC Affiliate Group Job Description Form

_____AEYC

Position ______________________________

Charge ______________________________

Term of office begins ______________ through ______________

General qualifications ______________________________

____

____

Specific qualifications ______________________________

____

____

____

Tasks and Responsibilities	Timeline
Attend Affiliate Group board/committee meetings and events	*75% of monthly board meetings*

Sample
NAEYC Affiliate Group Governing Board Job Description

Officers and Elected Board Members

Terms and conditions of office: Affiliate Group officers are elected positions. Terms are for two years with a maximum of two successive terms in the same office, except that an individual who is appointed to fill an unexpired term may thereafter serve two complete terms. Officers can be removed as outlined in the Affiliate Group bylaws. Vacancies shall be filled by majority vote of the governing board.

General Responsibilities for _____AEYC Officers

1. Maintain active membership in NAEYC, regional, state, and _______AEYC. Maintain employment or residence in the Affiliate Group's geographic outreach area.

2. Attend Affiliate Group board meetings or send an alternate. A minimum of 75% attendance is required. Contact the president prior to board meetings to request inclusion of issues on the agenda. Participate in Affiliate Group programs, events, and membership meetings. Attendance at a minimum of 50% of Affiliate Group-sponsored activities is required.

3. Complete or delegate responsibility for all tasks that are outlined in the position's job description or assigned during the ADP, and report progress at board meetings. Submit to the treasurer (by predetermined due dates and in approved formats) the annual budget request and financial reimbursement form. Contribute pertinent articles to the Affiliate Group's newsletter.

4. Serve as liaison between the Affiliate Group and community, promoting membership and clarifying NAEYC and the group's purposes and activities.

5. Follow Affiliate Group bylaws and policies and procedures when conducting board-related business. Engage in planning to meet the Affiliate Group mission, review and approve financial plans, assure strong organizational management, review audits. Submit an annual written report including activities and an evaluation of the position to governing board.

6. Document business of the office and give this history to the incoming officer. Upon retirement from office, orient the incoming officer to the duties of the position, pass on the updated Affiliate Group *Leader Guide*, and provide additional support as necessary.

Then add these and any other specific components for each leadership position (see recommendations that follow):

- Outline of all officer/committee chair general responsibilities
- Specific tasks/responsibilities
- Timeline for tasks
- Relationship of position to other leaders
- Suggested ways to implement the job and procedures used previously
- Possible difficulties encountered and suggested resolutions

Executive Committee Job Descriptions

The size of your Affiliate Group affects leadership and implementation needs as well as resources. Keep the unique characteristics of your Affiliate Group, and any state laws, in mind when compiling job descriptions. A few recommendations for the specifics of each office are listed here to add to the general job descriptions.

Executive Committee

The composition of the executive committee and its responsibilities is covered in your organization's bylaws and governance procedures. For example, NAEYC's bylaws state:

> The Executive Committee shall be charged with carrying out the functions of the Board between meetings of the Board, and the actions of the Executive Committee shall be acts of the Board. The Executive Committee shall consist of the five (5) principal officers of the Association. The Executive Committee shall meet at the call of the president or, at the written request of three (3) members of the Executive Committee, in the interim between meetings of the Board to consider and take action upon any business presented. A complete report of each meeting of the Executive Committee, including the Treasurer's report, shall be made to the Board as soon as practicable after any meeting. A majority of the Executive Committee shall constitute a quorum. A vote of a majority of Executive Committee members present at a meeting at which a quorum is present shall be required for action by the Executive Committee.
>
> —Article III, Section 3.12

President

Charge: Guide Affiliate Group in management and policy-making functions
Specific qualifications: Demonstrated potential to lead the Affiliate Group
Function:

- Assure that the board fulfills its governance responsibilities to the Affiliate Group
- Act in partnership with the CEO (if any) to see that the board achieves the Affiliate Group's mission

Responsibilities:

- Call, work with the CEO (if any) to set agenda for, and preside at business and annual meetings
- Recruit talent for committees, appoint standing and ad hoc committee chairs with board approval, coordinate committee activities
- Act as liaison between the board and CEO (if any)
- Supervise preparation of annual report and Action Plan (cooperating with staff, if any)
- Represent the Affiliate Group in professional and public settings
- Assure that the evaluation of the CEO (if any) is conducted regularly by the appropriate committee, and that salary recommendations are made accordingly
- Serve on the Finance Committee, as an ex officio member of all other standing and ad hoc committees

President-Elect or Past President

Charge: Provide continuity in Affiliate Group leadership and governance
Specific qualifications: Successful experience in leadership role/presidency
Responsibilities:

- Assist the president and past president or president-elect to plan and implement activities to further the Affiliate Group mission
- Serve on Finance Committee and Nominating Committee
- Participate in annual conferences
- Promote Affiliate Group membership
- Confer with president on proposed or adopted board actions
- Review and recommend revisions of Affiliate Group *Leader Guide* to board
- Perform other duties upon request of president

Vice-President

The Affiliate Group organizational structure determines the role of the vice-president(s). A basic **five-member executive committee** includes one vice-president.

Charge: Assist president in carrying out Affiliate Group management and policy making
Specific qualifications: Successful experience in organizational leadership
Responsibilities:

- Coordinate Affiliate Group *Leader Guide*

- Act as parliamentarian at Affiliate Group board meetings
- Assume the presidency in the event of vacancy
- Preside at all Affiliate Group meetings in president's absence
- Oversee Program, Publications, Positions and Standards, and Recognition Committees
- Perform other duties upon request of president

Affiliate Groups with **seven-member executive committees** have vice-presidents who carry out specific tasks such as professional development, public policy/education, and organization development. These offices are described later in this section.

Secretary

Charge: Maintain official records of Affiliate Group
Specific qualifications: Access to computer and printer; successful Affiliate Group board experience
Responsibilities:

- Record and distribute minutes of all business meetings, executive committee meetings, and annual meeting
- Submit minutes of annual meeting for inclusion in next year's annual report
- Prepare correspondence at direction of board
- Maintain board business and legal records in conjunction with History/Archives Committee and/or staff (if any)
- Oversee Public Policy, Quality Improvement, and Public Information Committees (with a five-member executive committee)

An Affiliate Group with paid staff may identify different roles and responsibilities for the secretary.

Treasurer

Charge: Maintain financial integrity of Affiliate Group
Specific qualifications: Successful experience in making financial decisions, keeping organizational financial records, reviewing audits, conducting fundraising activities
Responsibilities:

- Serve as chair of Finance Committee
- Maintain accurate and complete Affiliate Group financial records including bank accounts; pay creditors when bills are approved for payment
- Develop an annual budget with the Finance Committee
- Oversee implementation of Affiliate Group financial policies and guide the board on monetary matters
- Oversee development of monthly and annual financial reports including report of income, expenses, investments, and balances
- File any federal or state tax forms
- Oversee Finance, Personnel/Contracts, Nominations and Elections, Membership, and History/Archives Committees (with a five-member executive committee)

These offices can be added to form a seven-member executive committee:

Vice-President Public Policy/Public Awareness and Education

Charge: Monitor all legislative and administrative policies that affect young children, their families, and early childhood educators
Specific qualifications: Successful public policy/advocacy experience
Responsibilities:

- Oversee Public Policy, Quality Improvement, and Public Information Committees
- Recommend, coordinate development of, and oversee implementation of policy positions
- Advise Affiliate Group on legislative priorities
- Review public policy procedures and make recommendations to board

Vice-President Organization Development

Charge: Support organizational development
Specific qualifications: Successful administrative experience
Responsibilities:

- Oversee Finance, Personnel/Contracts, Nominations and Elections, Membership, and History/Archives Committees

- Facilitate communication among/between Affiliate Groups, NAEYC, and members
- Represent community Affiliate Group at state Affiliate Group meetings
- Nurture development of community Affiliate Groups (state)

Committee Chair Job Descriptions

Develop committee chair job descriptions in much the same way board job descriptions are prepared, using the form provided. A sample of the general responsibilities as well as specifics are suggested here. Be creative in adapting them to your Affiliate Group needs.

Committees Assigned to the *Vice-President*

Program Committee

Charge: Plan and coordinate Affiliate Group-sponsored conferences, study groups, and/or workshops
Specific qualifications: Experience and interest in event planning, familiar with resources and facilities
Responsibilities:

- Recommend themes, sites, and speaker(s) for upcoming events to Affiliate Group governing board for approval
- Delegate and coordinate planning and implementation responsibilities
- Oversee planning, budgeting, implementation, and evaluation of events
- Promote participation in Affiliate Group events

Publications Committee

Charge: Oversee development, production, and distribution of Affiliate Group printed materials (newsletter, brochures, journal, books). Promote the sale of NAEYC and Affiliate Group resources.
Specific qualifications: Skills in editing, organization, layout, proofreading, printing, and sales
Responsibilities:

- Explore and recommend publication projects and related policies and procedures to the Governing Board
- Provide editorial leadership for all Affiliate Group publications
- Solicit and/or write and edit materials for publication in accordance with Affiliate Group policies
- Implement a cost-effective production (copy, print) and distribution process (mail, fax)
- Promote sales of NAEYC and Affiliate Group resources through displays, NAEYC resource brochures, reviews, and frequent opportunities to purchase
- Maintain inventory of resource items

Positions and Standards Committee

Charge: Assure that the Affiliate Group maintains current position statements on key issues
Specific qualifications: Experience in public policy, writing, and/or advocacy
Responsibilities:

- Monitor, recommend development of, and write new position statements as needed for board approval
- Evaluate, recommend revision of, and review position statements for board approval
- Develop implementation strategies for positions

Professional Recognition Committee

Charge: Recognize and increase opportunities for professional accomplishments of Affiliate Group members and the programs in which they work, support the image of early childhood educators as dedicated professionals
Specific qualifications: Familiar with Affiliate Group, members, and their accomplishments; experience in writing grant proposals
Responsibilities:

- Seek information about professional achievements: local programs accredited through the National Academy of Early Childhood Programs, CDAs and degrees earned by members, promotions, publications, and other professional milestones and honors

BEST COPY AVAILABLE

Sample
NAEYC Affiliate Group Committee Chair Job Description

General Responsibilities for ____ AEYC Committee Chairs

1. Accept responsibilities for planning and implementing assigned projects and/or activities. Complete or delegate responsibilities for all tasks and report progress to assigned member of governing board. Contribute pertinent articles about the committee's work to the Affiliate Group's newsletter.

2. Recommend members for service on the committee. Orient volunteers to their responsibilities.

3. At each governing board meeting, submit a written report of the committee's activities. Annually, submit a review and evaluation to the governing board. Submit requests for operating budget to board at the annual planning meeting.

4. Participate in Affiliate Group programs, events, and meetings. Attend at least 50% of sponsored activities. Serve as an enthusiastic ambassador for the Affiliate Group.

5. Agree to serve as a member of the committee for at least one year following completion of term as chair. Maintain historical documentation of the committee, including member names, correspondence, flyers, and budget requests, to give to incoming committee chair. Orient the new committee chair, upon completion of term, and give additional support as necessary.

- Work with Publications and Public Information Committees to highlight member accomplishments in Affiliate Group newsletter, with allied professional groups, and in the media
- Oversee Affiliate Group process for granting awards, scholarships, and honors for professional achievement
- At the request of the governing board, draft proposals for Membership Action Group grants

Committees Assigned to the *Secretary or Vice-President Public Policy/Public Awareness and Education*

Public Policy Committee

Charge: Serve as Affiliate Group resource on current legislative, regulatory, or public issues activity; assess and prioritize concerns; train advocates; serve as liaison with other Affiliate Group committees associated with public policy issues
Specific qualifications: Interest and successful experience in public policy arena
Responsibilities:
- Serve as official Affiliate Group representative regarding public policy issues
- Promote Affiliate Group positions

- Establish and maintain productive liaison contact with public policy officials and allied groups, maintain lists of telephone numbers and addresses
- Initiate action through Public Policy Alert Network
- Disseminate information on public policy through the Affiliate Group newsletter, news releases, and other forums
- Stimulate advocacy: teach members and allied groups skills to proactively influence public policy

Quality Improvement Committee

Charge: Increase understanding and support for high-*quality* programs for children, adequate *compensation* for personnel, and *affordability* for consumers (QCA)
Specific qualifications: Commitment to quality, compensation, and affordability issues; experience with accreditation, Week of the Young Child
Responsibilities:

- Stimulate interest by members, policy makers, and the public in interrelated QCA issues through Week of the Young Child, program accreditation, and other public information efforts
- Support accreditation through the National Academy of Early Childhood Programs
- Generate enthusiasm for compliance with program standards
- Plan and coordinate Week of the Young Child celebrations
- Work with the Program Committee to plan professional and leadership development opportunities

Public Information Committee

Charge: Maintain a visible, professional Affiliate Group presence within the outreach area with the media, allied organizations, and among Affiliate Groups
Specific qualifications: Can write brief, engaging news releases, conduct press conferences, speak articulately on issues in early childhood education, and provide photographs or photo opportunities; knows community media resources
Responsibilities:

- Publicize Affiliate Group functions: submit news releases to community newspapers, use free PSA time to announce meetings, educate the public
- Maintain a current media list with contact information for reporters and editors at newspapers, radio, and television
- Work with Membership Committee chair to coordinate membership drive and publicity campaign
- Nurture relations among NAEYC Affiliate Groups: community/state/regional/national
- Establish and maintain alliances with related groups; bring recommendations to governing board

Committees Assigned to the *Treasurer or Vice-President Organization Development*

Finance Committee

Charge: Implement sound fiscal management practices
Specific qualifications: Financial and fundraising experience, familiar with writing proposals
Responsibilities:

- With the Treasurer, develop a proposed annual budget, consistent with Affiliate Group mission and priorities, to recommend to the governing board
- Oversee implementation of Affiliate Group financial policies and guide the board on monetary matters
- Review and recommend changes in financial policies and procedures to the governing board
- Develop and oversee implementation of an annual fundraising plan
- Seek continuing financial support for the Affiliate Group's mission; write grant proposals at the request of the governing board
- File any federal or state tax forms

Personnel/Contracts Committee

Charge: Oversee operations of Affiliate Group office and staff
Specific qualifications: Administrative and financial experience

Responsibilities:

- Hire staff to carry out Affiliate Group business or contract for administrative services
- Rent or purchase facilities and equipment necessary for staff/contractors to conduct Affiliate Group business
- Review policies and procedures, contracts, insurance policies, and other legal documents; make recommendations to Affiliate Group governing board
- Seek legal and technical expertise as needed

Nominations and Elections Committee

Charge: Establish and follow procedures for conducting annual Affiliate Group elections
Specific qualifications: Familiar with diversity of Affiliate Group members and responsibilities of governing board positions
Responsibilities:

- Conduct elections in accordance with Affiliate Group bylaws
- Present a slate of qualified candidates
- Review nominations process and recommend revisions to Affiliate Group governing board

Membership Committee

Charge: Recruit and maintain active, inclusive Affiliate Group membership, support Affiliate Group development
Specific qualifications: Contact with broad range of early childhood professionals
Responsibilities:

- Prepare an annual outreach plan; use Inclusiveness Planning Tool to identify strengths and areas to improve inclusivity
- Reduce or eliminate barriers to membership or active participation
- Plan and distribute membership information packets
- Welcome new members by phone or letter, introduce them at meetings
- Make recommendations to Affiliate Group board about changes in member services
- Maintain complete and accurate membership records, process changes within 10 days of receipt
- State Affiliate Groups support formation and development of community Affiliate Groups
- Community Affiliate Groups support formation and development of student chapters

History/Archives Committee

Charge: Maintain Affiliate Group business documents
Specific qualifications: Awareness of importance of documenting Affiliate Group history, familiar with computer
Responsibilities:

- Arrange for safe, secure storage of copies of Affiliate Group bylaws, policies and procedures, Action Plan, legal papers, minutes, contracts, and other business documents, using computer records whenever possible
- Make additions to records in a regular, timely manner

Board Member Code of Ethics

Some governing boards develop a code of ethics to which all members agree. Such a code might include statements about

- respecting each other's opinions
- support for majority decisions
- active participation and staying well-informed
- honor staff and board roles
- avoid conflicts of interest
- maintain confidentiality

For Further Information

Cain, D. (1995). *Board member code of ethics.* Hawarden, IA: The Cain Consulting Group.

Dayton, K.N. (1998). *Governance is governance.* Washington, DC: Independent Sector.

NAEYC. (1998). *Governing board manual.*

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Policies and Procedures

Criteria for Effective Affiliate Groups

The Affiliate Group maintains *policies and procedures* based on its bylaws to guide its governance and activities in achieving its mission.

Affiliate Group policies and procedures address these and other pertinent points to establish functions:
  responsibilities of officers and standing committee chairs
  fiscal management: accounting, budget, fees, disbursements, per diem, banking (including two signatures on checking accounts), reserves, fundraising, awards, grants
  technical assistance available to local or state Affiliate Groups
  conference and WOYC management
  relationships with NAEYC Affiliate Groups
  types of issues appropriate for issuing position statements
  relationships with any individual or community organizations
  who speaks on behalf of the Affiliate Group

Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions.

Policies and procedures are reviewed and updated regularly.
—ADP I-B-3, I-B-3a, I-B-3b, I-B-3c

Every complete Affiliate Group *Leader Guide* contains the organization's specific policies and procedures.

> *Policy*—guiding principles and courses of action set by the governing board
>
> *Procedures*—steps to implement the organization's policies

Policies and procedures are working documents. The governing board and all committee members should have copies. Refer to them often to assure that Affiliate Group matters are handled in a businesslike manner.

Review Regularly

Use the checklist here to evaluate your organization's policies and procedures for completeness and currency. If revisions or additions are needed, act immediately to address them. Boards usually ask the committees that deal with these issues to recommend ways to improve these documents.

Sample policies—or recommendations for developing policies—are included throughout this *Handbook* in the chapters indicated. Look for the policy symbol as shown in this example:

■■■■■■■
Sample Policy

Job Descriptions

The ______AEYC approves and regularly updates job descriptions for governing board members and standing committee chairs.

Use the Document Checklist (in Chapter 1) and participation in the ADP self-study to spark a review of organizational documents including policies and procedures.

Talent labors, genius creates.
—Frederick Chopin

NAEYC Affiliate Group Policies & Procedures Checklist

	Status		
Topic/*Handbook* Chapter	**Current**	**Revise**	**Add**
Roles and responsibilities (Chapter 1)			
governing board job descriptions	____	____	____
committee job descriptions	____	____	____
staff job descriptions	____	____	____
nominations and elections	____	____	____
Technical issues (Chapter 2)			
advice	____	____	____
nonprofit status	____	____	____
insurance	____	____	____
record storage	____	____	____
Affiliate Group functions (Chapter 3)			
inclusiveness	____	____	____
business meetings	____	____	____
leader development and orientation	____	____	____
NAEYC network	____	____	____
Fiscal management (Chapter 4)			
planning	____	____	____
budget	____	____	____
expense reimbursement	____	____	____
reports	____	____	____
audits	____	____	____
grants and contracts	____	____	____
fundraising	____	____	____
Membership development and retention (Chapter 5)			
outreach	____	____	____
communication	____	____	____
retention	____	____	____
processing	____	____	____
Programs (Chapter 6)			
design principles	____	____	____
NAEYC position statements	____	____	____
Professional development (Chapter 7)			
professional preparation	____	____	____
program diversity	____	____	____
event management	____	____	____
publications	____	____	____
Public policy/public awareness and education (Chapter 8)			
advocacy	____	____	____
coalitions	____	____	____
Affiliate Group position statements	____	____	____
media relations	____	____	____
Week of the Young Child	____	____	____
____________________	____		____

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Nominations and Elections

Criteria for Effective Affiliate Groups

Nominations and elections policies and procedures are clear and detailed.

Election results are tabulated fairly and confidentially, and recorded in the minutes of the meeting in which they are accepted.

—ADP I-B-2d, I-C-1c

A detailed document that spells out clear nominations and elections policies and procedures is of critical importance to an effective NAEYC Affiliate Group. Review your nominations and elections procedures after each annual election to assure they serve your Affiliate Group well.

Establish Nominations Policies

Recommendations in this section will help your Affiliate Group set clear policies to

- appoint a Nominations and Elections Committee
- identify the qualifications for each position and the board as a whole
- follow a process to nominate candidates
- conduct a fair, confidential election
- announce results to nominees and members

For information about participating in the national elections process, see the section in Chapter 3 on Participation in NAEYC Elections.

Ideas for improvements may also be contained in the responses to self-assessment tools such as the NAEYC Member Survey and the Affiliate Group Leader Interview which may be used during the Association Development Process (see Collecting Perceptions in Chapter 3). A process for making changes in bylaws or policies and procedures may be included in your Action Plan which is developed during the ADP.

■■■■■■■

Sample Policy

Questions to Consider When Establishing Nominations Policies

Every Affiliate Group would be wise to consider these questions when establishing policies and procedures for the nominations process:

- What is your Affiliate Group's policy for seating a nominating panel?
- How does your Affiliate Group assure that the Nominations and Elections Committee or panel, and the nominees it selects, reflect a balanced mix of qualified, dedicated, diverse candidates in areas such as ethnicity, age, gender, professional roles, work settings, and age of children in their programs?
- How are candidates for board positions selected? How fair and open is the process?
- What campaign guidelines does the Affiliate Group have for candidates? How are they promoted? And monitored?
- How is voting encouraged? What is the procedure for casting votes?

Appoint a Nominations and Elections Committee

Most Affiliate Group governing boards appoint the Nominations and Elections Committee in accordance with the association bylaws and policies. This committee generally is composed of board and nonboard members, but may be a committee of the board. People who may wish to run for the board should not be appointed to the committee.

Identify and Select Candidates

The first task is to identify which positions are to be filled and the qualifications needed. Board and committee members should agree on candidate criteria. Use the form on the next page to begin the search for qualified candidates. For further details on identifying well-qualified candidates, see the section on Finding and Facilitating Leaders in Chapter 3.

Solicit nominations from the general membership through:

- announcements at annual, business, and program meetings
- announcements at community group meetings
- written notice in the Affiliate Group newsletter/journal
- posting position openings in work sites

Announcements contain the names and terms of the positions, qualifications, and criteria.

Affiliate Groups establish how names are submitted. Some require a minimum number of signatures, such as 10, which ensures more input into the nomination process. Other Affiliate Groups accept just one person's recommendation or self-nomination.

Adapt the sample form provided in this section to encourage nominations. In addition, the committee may conduct its own search for candidates to assure a balanced slate.

After the Nominations and Elections Committee receives nominations, committee members:

- **contact each potential candidate,** provide candidates with job descriptions for the position and confirm that she or he is willing to be considered
- **confirm qualifications** of potential candidates (check references, conduct interviews)—in larger Affiliate Groups, initial contacts may be completed before the full committee ever sees the names of potential candidates
- **select a slate of qualified candidates** (one or more candidates for each office)—if the Nominations and Elections Committee does not receive a sufficient number of acceptances for candidates, many Affiliate Group policies and procedures stipulate that the Executive Committee has the authority to approve additional names to submit to the Nominations and Elections Committee
- **contact each candidate** to reconfirm that she or he is willing to run
- **submit the slate** (names and pertinent information) to the governing board for approval—if a nominee is not approved, the Nominations and Elections Committee is responsible for informing the nominee

Sample
Candidate Criteria Form

______________ AEYC
Nominations and Elections Committee for ________(year)
Governing Board Candidate Criteria and Qualifications

1. Expiring terms

Office	Name of current officer	Qualifications per bylaws (in addition to NAEYC/ Affiliate Group membership)
__________	_______________	________________________
		________________________
__________	_______________	________________________
		________________________
__________	_______________	________________________
		________________________
__________	_______________	________________________
		________________________

2. Tasks and challenges that lie ahead for the governing board

3. Strengths needed to carry out these responsibilities

Sample
Governing Board Candidate Nomination Form

_____________________ AEYC

Nominations and Elections Committee for ________(year)

Only members of NAEYC and __________AEYC can be governing board candidates

Name to *consider* for nomination_______________________________________

Phone____

All of these positions are open for election.
Please check the position for which this person is best qualified.

_____ ______________________________________

_____ ______________________________________

_____ ______________________________________

Why is this person qualified to serve in this capacity?

Occupational title_________________________ Ethnicity______________

Has this person agreed to be considered? yes no

Person(s) submitting nomination_____________________________________

Phone____

Return this form to_________________________at____________________

_______________________________by___________________________

66

Conduct a Fair and Orderly Election

Effective Affiliate Groups conduct fair and orderly elections by establishing procedures regarding:

- how the slate is announced, including informing members about the petition process and write-in candidates
- campaign policies
- ballot preparation and mailing
- counting ballots

Announce the Slate and Procedures

Every member must be informed about the slate of candidates for the Affiliate Group governing board. At a minimum, announce the slate in the Affiliate Group newsletter published *before* the ballot is distributed. Indicate who is eligible to vote as determined by the bylaws, when the ballot will be mailed, and the final date for postmarking ballots.

The announcement of the slate should also publicize the procedure for adding a candidate to the slate by petition, as outlined in your Affiliate Group bylaws. This is one possible bylaws clause:

> **Section 6.3. Candidates by Petition**
> Nomination of additional candidates may be made by members representing not less than ten percent (10%) of the total number of AEYC members (based on figures for the immediately preceding year), or by a majority vote of the membership at a meeting called for the purpose of voting.

It is far better for people to know all their choices than to throw an election into disarray. The petition process is therefore the most preferable route for people to take when they have a concern about the slate.

However, *Robert's Rules of Order* (1989) specifies that a qualified voter has the option to cast a ballot that includes a write-in candidate not chosen by the Nominations and Elections Committee or by petition. Write-in votes are only valid if the candidate meets the same qualifications for service as the other candidates.

Establish Campaign Policies

Every Affiliate Group governing board must discuss how the group views campaigning for election and set its policies accordingly.

NAEYC's policy is included here as a sample for groups who wish to assure an equitable process in which members have equal access to information and candidates have equal access to exposure.

Sample Policy

NAEYC Election Policy and Campaign Guidelines

The primary purpose of the following policy and guidelines is to enhance professional judgment on the part of candidates, voters, and Affiliate leaders regarding each person's responsibility in NAEYC elections. They are intended to achieve two goals:

(1) equitable opportunity for candidates to share information about their candidacy, as well as equal access by all members to the information they need about candidates to make an informed choice; and

(2) campaign activities that are appropriate for NAEYC's governance structure.

Election policy

As a membership association governed by an elected board, NAEYC is committed to a diverse board. Members of the slate are chosen to reflect a broad knowledge and awareness of the issues facing the Association. Nominees are not chosen to represent a particular group, region, or interest, but for their ability to consider objectively the variety of perspectives inherent in decisions affecting the Association's future.

continued

■■■■■■■■

Sample Policy

NAEYC Election Policy and Campaign Guidelines continued

To ensure diverse leadership, NAEYC strongly endorses the principle of equity in its election process. Equity must be considered from the perspectives of both the candidate and the member. NAEYC believes that each candidate should receive equal opportunities to share with the membership information about the strengths of her or his candidacy. NAEYC also believes that each member should have equal access to information regarding an individual's candidacy.

In meeting this commitment, NAEYC provides a variety of mechanisms for candidates to present relevant information to all members. These mechanisms include a candidate statement (one journal page in length), which appears in the March issue of *Young Children* and accompanies the official election ballot mailed on May 1, and participation in a candidate forum held in conjunction with the NAEYC Annual Conference. In each mechanism, candidates determine which information they believe is relevant to their candidacy.

The Association encourages candidates and their supporters to use these official Association-sponsored mechanisms for sharing information about their candidacy. The Association further encourages members to avail themselves of all Association-sponsored information in exercising their voting privileges.

continued

■■■■■■■■

Sample Policy

NAEYC Election Policy and Campaign Guidelines continued

Campaign guidelines for candidates

1. Candidates are encouraged to participate in the Meet the Candidates forum held in conjunction with the NAEYC Annual Conference.

2. Candidates are encouraged to attend the NAEYC Spring Leadership Conference.

3. Candidates are encouraged to limit the use of materials and items for distribution to duplicating their official statement that appears in *Young Children*.

4. Candidates are encouraged to exercise personal professional judgment in responding to requests for additional information from other organizations or Affiliate Groups.

5. Candidates are encouraged to exercise personal professional judgment in responding to invitations to attend local, state, or regional conferences.

Campaign guidelines for Affiliate Groups

1. Affiliate Groups are encouraged to limit the use of materials and items for distribution to duplicating all candidates' official statements as they appear in *Young Children*.

2. Affiliate Groups are encouraged to take responsibility to provide opportunities for members to become well informed about all candidates.

3. Affiliate Groups are encouraged to use all appropriate means to get their total membership to vote.

4. Affiliate Groups are encouraged to make every effort to recognize **all** candidates if **any** candidates are to be recognized at an Affiliate-sponsored conference.

Prepare and Mail the Ballot To Eligible Voters

All elections operate under "one member, one vote" procedure. Affiliate Group bylaws spell out voter eligibility for community, state, regional, and national elections.

Ballots contain the names of all official candidates and clearly indicate directions such as number of candidates to vote for, how to mark the ballot, deadline and address for returns, and how to seal the ballot (if appropriate). The return address should be a central location. Small Affiliate Groups sometimes arrange for paper ballots to be cast at the annual meeting. Fully inform all members of the opportunity to vote if this procedure is used.

Print ballots on distinctive paper, either a different color or different quality, so that election officials can distinguish a ballot from a copy. Faxed ballots cannot be accepted.

Mail ballots to full, paid members only (not subscribers) on the date indicated in your Affiliate Group bylaws.

Count Election Results

Affiliate Group policies and procedures establish how the ballots will be counted.

Sample Policy

Ballot-Counting Policies

In most Affiliate Groups, the Nominations and Elections Committee, another committee, the business manager and/or treasurer count the ballots. Large groups may employ an independent firm.

To assure fair, accurate, confidential tabulation, at least two people count, and two independent counts are done.

Only original ballots are acceptable. Inform the counters that neither photocopied nor faxed ballots are valid, and that ballots with more votes than allowed are voided.

Announce and Record Results

The counters notify the Nominations and Elections Committee chair and the Affiliate Group president of the election results. The president then informs all candidates of the election results before any public announcement is made.

In the announcement—usually made in the first issue of the Affiliate Group newsletter following the election—indicate the name of the office, person elected, contact information, and term dates.

Record election results in the minutes of the meeting in which they are accepted.

For Further Information

NAEYC Web Site: www.naeyc.org

Robert, H.M. (1989). *Robert's rules of order, newly revised.* New York: Berkley Books.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Chapter 2

Risk Management

BEST COPY AVAILABLE

Chapter 2

Risk Management

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

—ADP Goal I, I-B

Your Affiliate Group greatly reduces the risk of mismanagement, safety hazards, and possible liability when your leaders insist on prevention. Thus, your Affiliate Group serves its own best interests when directors, officers, and members

- abide by official Affiliate Group documents
- select responsible leaders who are oriented to their positions and the organization
- keep accurate records
- follow sound business practices
- comply with federal, state, and local regulations
- maintain adequate insurance coverage
- implement safety measures

Incorporate pertinent information from this chapter about risk management into your Affiliate Group *Leader Guide*.

When to Seek Advice

Legal and technical issues are handled on the advice of experts. Every Affiliate Group needs a policy authorizing its governing board to consult with specialists. Advice is typically sought in several areas.

> Wisdom too often never comes,
> and so one ought not to reject it
> merely because it comes late.
> —Felix Frankfurter

Regulatory Compliance

Affiliate Group decisions and activities are conducted in accordance with federal and state regulations. Nonprofit status, public policy/public awareness and education activities, and bulk mailing permits are the primary areas affected. The basic information here will help your organization make decisions about its legal status and know how to proceed.

Risk Prevention

Adequate insurance coverage, a careful review of meeting sites, and safe storage of Affiliate Group documents are essential risk prevention measures.

Risk Management—Links With NAEYC and ADP

Groups seeking affiliation with NAEYC, and those organizations granted Provisional Affiliation status, are encouraged to use the risk management resources in this chapter to implement sound business practices.

Affiliate Groups engaged in NAEYC's Association Development Process (ADP) use the Document Checklist (Chapter 1 of this *Handbook*) to identify organizational risk management practices.

71

Make Copies for Affiliate Group Leaders

The resources in this chapter are designed for Affiliate Group officers and committees who handle business matters. Task Groups listed here are appointed when Affiliate Groups engage in the Association Development Process (ADP). Provide copies of the pertinent sections in this chapter for those individuals and groups listed here.

Copy These Risk Management Sections...	For Affiliate Group Leaders, Including...
When to Seek Legal and Technical Advice	Affiliate Group Founders, Board, Finance Committee, ADP Steering Committee
Incorporation and Nonprofit Status of Affiliate Groups	Affiliate Group Founders, Board, Finance Committee
Public Policy/Public Awareness and Education Activities	Board, Public Policy Committee, Quality Improvement Committee, Public Policy/Public Awareness and Education Task Group
Postal Permits and Bulk Mailing	Treasurer, Finance Committee, Newsletter Committee
Insurance Coverage	Affiliate Group Founders, Treasurer, Finance Committee, WOYC Committee, Conference Planning Committee, Organizational Development Task Group
Avoiding Conflicts of Interest	Affiliate Group Founders, Board
Meeting Site Review	WOYC Committee, Conference Planning Committee, Study Group/Workshops Committee
Record Storage	Secretary, History/Archives Committee, Organizational Development Task Group

When to Seek Legal and Technical Advice

Criteria for Effective Affiliate Groups

The Affiliate Group seeks the advice of experts on legal and technical issues.

Affiliate Group boards and staff seek legal and technical assistance on regulatory compliance and risk management.

Conduct activities to increase revenue and professional development events in a businesslike manner.

The Affiliate Group's planning incorporates sound management practices.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.

—ADP I-D-2, I-D-2a, I-E, I-E-2, I-E-2b

Affiliate Groups, and other prudent businesses, seek well-informed recommendations on legal and technical issues in accordance with written policies such as this:

■■■■■■■

Sample Policy

Technical Assistance

The ______ AEYC governing board is authorized to seek technical assistance on legal, financial, and other matters. The need for such advice must be clearly documented. Consultation with experts shall be considered as a donation to the Affiliate Group unless otherwise agreed upon in writing by both parties.

It is a sign of wisdom
to know when to seek help.

Typical Areas for Questions

Some technical areas fall under federal law, others vary by state or local jurisdiction. These are some of the situations in which Affiliate Groups commonly look to experts such as lawyers, financial advisors, postal officials, and public policy specialists for advice:

- incorporating as a 501(c)(3) nonprofit group*
- managing liability issues
- obtaining or changing insurance coverage*
- negotiating or reviewing contracts*
- expelling a member or officer
- establishing performance standards
- adopting a code of ethics
- lobbying or otherwise engaging in public policy and public education endeavors*
- publishing materials and dealing with copyright issues*
- establishing membership dues and services*
- handling tax questions—for example, income of tax-exempt organizations generally is not taxable, but unrelated trade or business income may be taxable
- handling employer responsibilities—payroll; reporting withholding, social

security, and unemployment taxes quarterly; providing employees and the IRS with Form W-2; providing independent contractors who are paid more than $600 and the IRS with Form 1099; assuring that contractors have worker compensation insurance

- planning conferences*
- renting or purchasing property
- investing Affiliate Group assets
- responding to an IRS audit
- obtaining a bulk mailing permit*
- dealing with sensitive topics

Topics included in this *Handbook* are marked with an asterisk (*). For further information on any of these topics review the *Association Legal Checklist* (Webster, Herold, & Dye, 1987), or contact an advisor familiar with nonprofit professional groups.

Indemnification

NAEYC's *Governing Board Manual* (1998), recommends that Affiliate Groups adopt the policy which appears in the next column to protect their boards and staff from liability exposure stemming from their involvement with the group.

In order to responsibly fulfill this policy, Affiliate Groups should investigate obtaining directors and officers (D&O) insurance that includes staff (if any). Details about this type of insurance are included in the Insurance Coverage section of Chapter 2 in the *NAEYC Affiliate Group Handbook.*

Sample Policy

Indemnification

The Association shall indemnify any person who was or is a party, or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Association) by reason of the fact that he or she is or was a director, officer, employee, or agent of the Association, or who is or was serving at the request of the Association as a director, officer, or employee. The individual shall be indemnified against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Association. With respect to any criminal action or proceeding, the individual had no reasonable cause to believe his or her conduct was unlawful.

For Further Information

Insurance plans: Forrest T. Jones & Co., Inc. at (800) 821-7303 [in Kansas City, (816) 756-1060]

NAEYC. (1998). *Governing board manual.*

Nonprofit Risk Management Center. (1997). *Mission accomplished: A practical guide to risk management for nonprofits.* Washington, DC: Author. (202) 785-3891.

The Affiliate quarterly newsletter

Webster, G.D., Herold, A.L., & Dye, A.P. (1987). *Association legal checklist: A quick legal resource for association staff, officers, members and counsel on general, antitrust, and tax aspects of association management.* Washington, DC: U.S. Chamber of Commerce.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Incorporation and Nonprofit Status of Affiliate Groups

Criteria for Effective Affiliate Groups

Financial policies enable the Affiliate Group to achieve ultimate benefit from income and expenditures and assure adequate reserves for emergencies or service expansions.

Capitalize on the affiliate Group's volunteer resources to achieve organizational stability and reach its goals.

Conduct activities to increase revenue and professional development events in a businesslike manner.

—ADP I-D-1a, I-D-1b, I-E

NAEYC continues to respond to many requests for information about forming a nonprofit corporation and obtaining 501(c)(3) status. This summary explains how to incorporate your Affiliate, how to file for 501(c)(3) status, and the benefits of doing both. Valuable resources are suggested to use while completing the filing process.

Why Become a Corporation?

Incorporation establishes the legal status of an Affiliate Group, which offers these and other advantages:

- A corporation is a legal entity that exists independent of the individuals in the Affiliate Group.
- Organizations must incorporate before filing for nonprofit status.
- Incorporated Affiliate Groups may find leader recruitment improves because incorporation grants your Affiliate's directors, board members, employees, and members limited liability. An individual's personal assets are far less likely to be in jeopardy if an incorporated Affiliate Group is unable to pay its debts or meet a lawsuit judgment.

How to Incorporate

If your Affiliate Group is not already incorporated, the first step is to establish a policy and procedures for doing so. A sample policy for maintaining nonprofit status is provided here.

Sample Policy

Nonprofit Status

The______ AEYC shall operate as a tax-exempt, nonprofit corporation in the state of _____ and shall comply with all provisions of that state and 501(c)(3) of the Internal Revenue Service Code. The association's tax-exempt number shall be used only as authorized by the ______AEYC governing board for Affiliate Group business purposes.

Articles of incorporation are filed with the state government in which the group is based, usually with the secretary of state. Fees for applying for nonprofit status vary from state to state, but most fees are less than $200.

Many of the documents required to incorporate are the same materials groups prepare to apply for NAEYC Provisional Affiliation or are maintained in the everyday process of conducting business, such as bylaws, minutes, and an annual report.

A great source of information on forming a corporation is *How to Form a Nonprofit Corporation* (Mancuso, 1994). It is an easy-to-read guide on incorporating and filing for 501(c)(3) status. The book includes a one-page summary for each state on filing requirements and who to contact. Contact Nolo Press at (800) 992-6656. To obtain a copy of the summary sheet for your state, contact NAEYC's Field Services office at (202) 232-8777, (800) 424-2460, or e-mail. affiliate@naeyc.org.

If your group is in California, contact Nolo Press for more information about *The California Nonprofit Corporation Handbook* which is also available in a computer edition.

During the incorporation process, an Affiliate Group prepares a corporate charter, which defines how elections and association business will be conducted, and becomes the group's basic governing document. State Affiliate Groups are encouraged to advise unincorporated community groups about what to expect during the process.

Corporations must have a registered agent in the state and a certificate of authority to conduct business there. Every year, corporations file an annual report in the incorporating state. Corporations have a corporate seal and maintain their charter and minutes of board and membership meetings.

Affiliate Groups may be incorporated without filing for nonprofit status, but there are many advantages for doing so, as explained in the next section.

Why File for 501(c)(3) Status?

NAEYC Affiliate Groups are eligible to file for tax-exempt, nonprofit status. 501(c)(3) is the section of the Internal Revenue Service (IRS) Code that grants federal and state tax-exempt status to an organization which "operates exclusively for charitable, religious, scientific, literary, and educational purposes."

Nonprofit status allows an organization to:

- not pay federal and state taxes
- receive funds from government and private foundations (such as the Carnegie Foundation, the United Way, and the National Endowment for the Arts and Humanities)
- accept tax-deductible contributions from individuals and businesses
- be eligible for lower postal rates
- receive discounts from businesses
- be better protected from legal liability

In order to maintain its nonprofit status, certain restrictions apply to the kinds of activities a corporation can conduct. Affiliate Groups generally raise questions about lobbying, so a special section on public policy/education activities follows. Be sure Affiliate Group leaders are familiar with these and any other restrictions on your group's activities.

The Children's Defense Fund publishes a guide with specific examples of what activities are permissible and which are not: *An Advocate's Guide to Lobbying and Political Activity for Nonprofits: What You Can (And Can't) Do.* Ordering information is included with the resources at the end of this section.

How to File for Nonprofit Status

Fees to file for 501(c)(3) status vary by state, but most states charge less than $200. Affiliate Groups filing for 501(c)(3) status also need

- a copy of NAEYC's bylaws and articles of incorporation
- a letter from NAEYC stating that your Affiliate Group is affiliated with NAEYC

Call NAEYC's Field Services office at (202) 232-8777 or (800) 424-2460, or e-mail affiliate@naeyc.org to obtain these documents.

Request a copy of IRS Package 1023 to apply for federal nonprofit status. This exemption application contains technical references to the federal tax code, so the instructions that come with it may be insufficient, and the advice of an expert is recommended.

Filing Tax Forms

Nonprofit organizations, except churches, with receipts of $25,000 or more in a fiscal year must file a 990 each year with the IRS. Nonprofits with receipts of less than $25,000 must file a 990-EZ form. If an organization's fiscal year ends on June 30, the form is due on November 15.

Penalities for late filing are stiff. If the form is not ready by the deadline, request an Extension of Time to File (IRS Form 2768, due on the same date the 990 is due). A 90-day extension is usually granted.

For Further Information

Children's Defense Fund. (1991). *An advocate's guide to lobbying and political activity for nonprofits: What you can (and can't) do.* Washington, DC: Author. $4.95 with discounts for bulk purchases. Contact CDF at 25 E Street, N.W., Washington, DC 20001 or call (202) 628-8787. Orders less than $25 must be prepaid.

Hopkins, B. (1993). *A legal guide to starting and managing a nonprofit organization* (2nd ed.). New York: Wiley. $19.95

Lang, A.S. (1993). *The financial responsibilities of nonprofit boards.* Washington, DC: National Center for Nonprofit Boards.

Mancuso, A. (1994). *How to form a nonprofit corporation.* Berkeley, CA: Nolo Press. (800) 992-6656, customer service e-mail: cs@nolo.com. $39.95. Portions of the book are available at http://140.174.208.58/nnp/index.html.

NAEYC Field Services e-mail: affiliate@naeyc.org

NAEYC Web Site: www.naeyc.org

Nonprofit Risk Management Center, 1001 Connecticut Ave., N.W., Suite 900, Washington, DC 20036. (202) 785-3891, fax (202) 833-5747. Web: www.nolnprofitrisk.org

Teacher's Tax Service-J-M, Inc. (Annual edition). *The educator's income tax guide.* TTS/J-M Inc. Distribution Office, P.O. Box 8809, Chico, CA 95927. (530) 896-1929

Teacher's Tax Service-J-M, Inc. (Annual edition). *The professional tax organizer and planner.* TTS/J-M Inc. Distribution Office, P.O. Box 8809, Chico, CA 95927. (530) 896-1929

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Public Policy/Public Awareness and Education Activities

Criteria for Effective Affiliate Groups

Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families.

Develop and disseminate current information about the interrelationship of high-quality programs for children, adequate compensation for personnel, and affordability for consumers to community leaders and the public.

City, county, and state decision makers are kept abreast of trends and issues in early childhood education.

Sound information about high-quality services for young children is provided to families and the community at large.

Take the lead to simulate advocacy for high-quality early childhood education among Affiliate Group members, program families, and the public.

The Affiliate Group fosters leadership in public education, the public policy process, and advocacy.

An efficient system to spark action within, and respond to, the local, state, and national legislative process, is build and maintained by the Affiliate Group.

The Affiliate Group's advocacy efforts to improve early childhood education are compatible with the principles of funding and administering high-quality programs.

Members are urged to promote policies and regulations that improve quality, compensation, and affordability.
—ADP Goal III, III-A, III-A-1c, III-A-1d, III-B, III-B-1, III-B-1a, III-B-2, III-B-2b

Most NAEYC Affiliate Groups include advocacy on behalf of children and families as a critical part of their mission. Affiliate Groups typically make specific recommendations on pending legislation to their elected representatives and carry out grassroots voter information efforts.

A few general guidelines on political and lobbying activities of 501(c)(3) organizations are provided in this section. *Federal and state laws, which restrict these activities, are subject to change.* Affiliate Groups are urged to obtain current information on these regulations before engaging in political and lobbying activities.

How Much Can Organizations Lobby?

There are two ways to determine the amount 501(c)(3) organizations can spend on lobbying:

- the *substantial part* test in which a group documents that lobbying is not a substantial part of its activities—however, the IRS has not defined *substantial part*, and volunteer efforts may be included
- the *expenditure test* which relies on calculating the allowed amount (see Table 1) based on the group's annual expenditures. The organization files a simple "election" form with the IRS. Only 25% of the allowable amount can be spent on grassroots lobbying

When using the expenditure test, all of an Affiliate Group's income, including that which cannot be used for lobbying, may be included in calculating total annual income. If an Affiliate Group's expenses are $25,000 a year, as a nonprofit organization it could spend as much as $5,000 on lobbying, including a maximum of $1,250 on grassroots lobbying.

Table 1

Percentage of expenditures that the IRS allows a 501(c)(3) organization to spend on lobbying
(federal regulations are subject to change)

If an Affiliate Group spends this much annually	It can spend up to this much annually on lobbying
less than $500,000	20% of its expenditures*
$500,000 to $1 million	$100,000 plus 15% of excess over $500,000*
$1 to $1.5 million	$175,000 plus 10% of excess over $1 million*
$1.5 million to $17 million	$225,000 plus 5% of excess over $1.5 million*
$17 million or more	$1 million*

*only 25% of which may be spent on grassroots lobbying

State and National Networking

Many state Affiliate Groups rely on their local groups as allies for efforts aimed at state policies and legislation. Frequent exchanges of information and collaboration on activities are essential to assure that each group contributes in a positive way to statewide efforts.

State Public Policy chairs are likely sources to contact with questions about lobbying and voter information campaigns. Similarly, state and local Affiliate Groups may be the first point of contact for national efforts. Chapter 8 of this *Handbook* contains much more information about planning and coordinating public policy/education activities.

The advice and examples used here reflect typical Affiliate Group experiences. Contact legal experts for clarification and answers to questions and for information about regulations that apply in your state.

In What Lobbying Activities Can a 501(c)(3) Group Engage?

Information here is based on interpretations of the 1993 Omnibus Budget Reconciliation Act and earlier Internal Revenue Service (IRS) regulations. Details are found in the Children's Defense Fund book listed at the end of this section. Updates on national developments affecting Affiliate Groups are featured in NAEYC's newsletter, *The Affiliate*.

Federal funds may not be used to finance any political activities. A portion of the group's other funds may be used for direct and grassroots lobbying as long as political activities are not your Affiliate Group's primary function.

These are some examples of *direct* lobbying:

- letters, cards, phone calls, faxes, meetings with legislators or their staff
- providing legislators or their staff with information in favor of, or opposed to, specific legislation
- most testimony on legislation

Grassroots lobbying activities include:

- sending alerts about pending legislation that urges individuals to contact their representatives
- media ads urging action on specific legislation
- public events (marches, demonstrations) that take a stand on legislation
- campaigns (letters, phone, fax) that call for specific action

If a nonprofit group hires any employees primarily to lobby members of Congress, the lobbyists have to register and file quarterly reports about their lobbying activities with the Clerk of the U.S. House of Representatives and the Secretary of the U.S. Senate. Many states also have requirements for lobbyists.

What Do They Mean?

Direct lobbying— "Any attempt to influence local, state, or federal legislation by contacting any member of a legislature, legislative staff, or government employee to persuade him or her to propose, support, oppose, change, or otherwise influence legislation" (CDF, 1991, p. 3).

Grassroots lobbying— "Any attempt to influence local, state, or federal legislation by attempting to influence public opinion and get the public to act" (CDF, 1991, p. 3).

Nonpartisan political activities— "Educate the public about issues or encourage citizens to exercise the right to vote.... Show no preference for or against a particular candidate or party" (CDF, 1991, p. 12).

Partisan political activities— "Endorsing or opposing a candidate" through efforts such as rating candidates; contributing money, supplies, or time; or setting up a political action committee (PAC) (CDF, 1991, p. 12).

Voter education— "*Nonpartisan* activities to educate the public about issues or encourage citizens to exercise the right to vote" (CDF, 1991, p. 12).

These definitions are subject to change.

What Financial Records Should We Keep?

Affiliate Groups must keep accurate, detailed accounting records for all expenditures classified as political activities: postage, long distance telephone calls, printing, and other expenditures such as staff support and overhead costs. Chapter 4 discusses an Affiliate Group's fiscal responsibilities at greater length.

What If a Group Spends Too Much on Lobbying?

An excise tax applies to 501(c)(3) groups that exceed the amount specified by the IRS. If this happens too often, the organization will lose its tax-exempt status.

What Other Advocacy Activities Are Nonprofits Allowed to Conduct?

In addition to the types of lobbying outlined here, many other **nonpartisan** advocacy activities may be conducted by 501(c)(3) organizations.

Examples of some typical Affiliate Group activities which are allowed by the IRS:

- distributing educational information that does not include a call to action (unless an ad about a well-publicized bill runs within two weeks of a vote)
- planning or attending workshops on, or publishing material about, the general legislative process and how to lobby
- making reports available to the public that are sufficiently nonpartisan that readers can make up their own minds, such as publishing the voting records of all members of a legislative body on a broad range of issues
- asking candidates to support an Affiliate Group's legislative goals (but the position may not be announced to the public)
- holding public forums in which candidates state their views (but do not endorse or oppose any candidate)
- conducting drives to increase voter registration and voting, including offering

child care on election day (but sites may not be selected for the purpose of affecting the election outcome)
- provide technical advice at the request of a committee or legislative body and make it available to all members
- hosting visits by legislators or their staff to early childhood programs if no specific legislation is discussed

Many of these activities have very strict stipulations that apply; they should be conducted only after a thorough review of current regulations.

What Public Policy/ Public Education Activities Are *Not* Allowed?

Nonprofit organizations are not allowed to engage in any *partisan* political public office campaign activities. Doing so could result in loss of tax-exempt status and other penalties.

What Advocacy Activities Can Individual Members Do?

Individuals who are members of an Affiliate Group may act as private citizens on their own time and not in the group's name. Therefore, *individuals* may
- work for and contribute to a political campaign
- vote
- talk or write about candidates and issues
- run for an elective office (unless, as stipulated by the Hatch Act, you work for a federally-funded program such as Head Start) or act as a party delegate to a political convention

Don't be afraid to take a big step if one is indicated.
You can't cross a chasm in two small jumps.
—David Lloyd George

For Further Information

Anderson, B.J. (1993/1994). Lobbying and political activity: A closer look at the rules, risks & costs. *Stegman's Not-For-Profit Advisor, 3*(1), 1, 6-7.

Children's Defense Fund. (1991). *An advocate's guide to lobbying and political activity for nonprofits: What you can (and can't) do.* Washington, DC: Author. $4.95 with discounts for bulk purchases. Contact CDF at 25 E Street, N.W., Washington, DC 20001 or call (202) 628-8787. Orders less than $25 must be prepaid.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

NAEYC Leadership Conference

NAEYC Position Statement. *Guiding principles for the development and analysis of early childhood public policy*

NAEYC Web Site: www.naeyc.org

Nonprofit Risk Management Center, 1001 Connecticut Ave., N.W., Suite 900, Washington, DC 20036. (202) 785-3891, fax (202) 833-5747. Web: www.nonprofitrisk.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Postal Permits and Bulk Mailing

Criteria for Effective Affiliate Groups

Conduct activities to increase revenue and professional development events in a businesslike manner.

The Affiliate Group's planning incorporates sound management practices.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.
—ADP I-E, I-E-2, I-E-2b

Mailing printed materials such as newsletters and conference registration forms is time consuming for Affiliate Group volunteers. Postage and handling costs can be a major expense.

Fortunately, savings can be dramatic by obtaining discount postage rates. For example, on a 500-piece mailing, groups can save $100 or more in postage by mailing nonprofit rate versus first class.

The information in this section helps Affiliate Groups of all sizes make informed decisions about ways to process outgoing mail through the United States Postal Service.

Handling Outgoing Mail

Volunteers generally process mailings for smaller Affiliate Groups. Mailing labels and stamps in the appropriate denomination are usually applied by hand. Sorting, if any, can be done quickly.

Larger Affiliate Groups often contract with a local firm to handle services such as mailing list management, labeling, and postage. Locate these companies by looking in the yellow pages of the telephone book under "mailing services."

Affiliate Groups that send more than 200 pieces at one time may qualify for bulk, or third-class, postage rates. Although bulk rates are less expensive, shipments usually take longer to arrive than first class mail. Most bulk rate mailings are delivered within 3 to 10 days, whereas most first-class mail is delivered within 1 to 3 days. Planning ahead can save money.

Check with the mailing house before applying for an Affiliate Group third-class mailing permit. It may not be necessary. Mailing service clients typically mail items under the contractor's bulk mailing permit and realize considerable savings on postage. Affiliate Groups may also apply for their own permits.

The process for applying for permits and preparing mail is briefly described here. For details, contact your local post office or Postal Business Center.

Mailing at Discount Rates

In order for groups to receive a discount on mailings through the U.S. Postal Service, certain requirements must be met. Further discounts are available for most nonprofit organizations.

Three steps are required:

1. Obtain the appropriate permits.
2. Sort the mail according to U.S. Postal Service regulations.
3. Submit the mailing with proper postal paperwork.

Apply for Permits

Permits are required to mail at these reduced rates:
- third-class bulk rate
- first-class presort

A permit is also needed to use precancelled stamps or meter impressions.

To obtain a permit, simply go to the local post office and fill out form PS3600, a short form that can be completed in minutes.

A one-time $85 application fee is charged to open this permit. If the Affiliate Group plans to send presorted first-class as well as third-class mail, an annual first-class presort fee of $85 is also due. An Affiliate Group permit number will be assigned immediately.

Affiliate Groups that prefer to use precancelled stamps or meter impressions on mail need to open a precancelled permit. There is an additional one-time charge of $85 to open this permit. Again, Affiliate Groups may be able to use the mailing house's permit, rather than obtaining a separate one.

Special nonprofit rates are also available. NAEYC Affiliate Groups usually qualify as educational organizations. To apply for nonprofit status, complete form 3624, "Application to Mail at Special Bulk Third-Class Rates." Be prepared to provide the postmaster with copies of these items:
- Affiliate Group articles of incorporation
- documentation of Affiliate Group tax-exempt status
- Affiliate Group bylaws

Detailed instructions are on the form. There is no fee for this application. Unlike the other permits, mailing houses cannot obtain nonprofit permits, although they can assist an Affiliate Group with its application. Expect to wait from 3 to 6 weeks for the paperwork to be processed.

Prepare Mail

Bulk-rate and nonprofit bulk-rate mail must be prepared according to specific, identical rules. Mail houses or employees at Postal Business Centers, operated by the Postal Service, are the best resources for advice. USPS Publication #49, *Third-Class Mail Preparation*, is available at any post office or Postal Business Center, and contains the basic of mail preparation. These are the primary rules:
- have a minimum of 200 pieces or 50 pounds of mail
- keep addresses in ZIP code sequence
- sort according to the rules in Publication 49

More advanced techniques, such as ZIP+4 or barcoding can save even more money and improve delivery time on large mailings. Talk with your mailing service to determine feasibility.

Submit Mail

After the mailing is prepared according to the rules, it must be submitted to the post office at a business mail entry unit. Smaller mailings can generally be taken to a local branch. Major mailings may need to be delivered to a larger facility. Call the post office to find out the proper location.

A completed postal form is needed for each mailing, depending on the rate structure being used. These forms are available at any post office or business mail entry unit.

Rate structure	Form
Nonprofit/printed indicia	3602-N
Regular bulk rate/printed indicia	3602-R
Nonprofit/stamp or meter	3602-PC
Regular bulk/stamp or meter	3602-PC

When the mailing and forms are submitted, postal workers will check the mail to see that it has been properly prepared and that the correct number of pieces are included.

For Further Information

The Affiliate quarterly newsletter

U.S. Postal Service. (April 1990). *Special bulk third-class rate.* Publication #417. Washington, DC: Author.

U.S. Postal Service. *Third-class mail preparation.* Publication #49. Washington, DC: Author.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Insurance Coverage

Criteria for Effective Affiliate Groups

Conduct activities to increase revenue and professional development events in a businesslike manner.

The Affiliate Group's planning incorporates sound management practices.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.
—ADP I-E, I-E-2, I-E-2b

NAEYC Affiliate Groups are encouraged to protect their organization's integrity and financial status by a) adopting a policy regarding insurance, and b) conducting a periodic review of the group's insurance needs and levels of coverage (see the Document Checklist in the *NAEYC Affiliate Group Handbook*).

Sample Policy

Insurance

The governing board will maintain insurance coverage at a level sufficient to maintain the organization's integrity and financial status, and to protect its leaders and volunteers from liability during the performance of organizational business. Insurance coverage will be reviewed regularly to assure adequate coverage.

Why Affiliate Groups Need Insurance

Nonprofit organizations, including NAEYC Affiliate Groups, face two types of risks: *corporate governance* exposures (board decisions and actions made on behalf of the organization) and *professional and/or paraprofessional service delivery* exposures (injury allegedly caused while providing skilled or semi-skilled assistance) (Davis, 1997). Lawsuits alleging wrongful termination, sexual harassment, and discrimination are among the "wrongful acts" covered in typical D&O policies.

Affiliate Group insurance policies are recommended for several reasons, including these:

- Affiliate Groups usually hold regular meetings, conferences, workshops, and Week of the Young Child activities. Many hotels, convention centers, and meeting sites require sponsoring organizations to show proof of general liability insurance in order to use the space.
- Adequate liability insurance coverage eases the minds of potential Affiliate Group leaders, volunteers, and staff. If the group does not have substantial financial reserves, is not incorporated, and/or is not covered by insurance, the Affiliate Group officers, members, and employees may be personally liable for the organization's obligations.

Affiliate Groups that have personal property, employ a paid staff (requiring worker's compensation insurance), or that require a fidelity bond, should seek independent insurance coverage.

Factors to consider when making insurance decisions

- organizational status—nonprofit corporation or unincorporated
- events and their locations
- volunteer and contract workers
- employees
- office space/personal property
- debts and obligations
- assets
- other relevant information

A new federal law, included in the Communications Decency Act of 1996, provides nonprofits with legal protections for any Web sites, discussion groups, and bulletin boards that such groups sponsor (Tenenbaum, 1997).

Types of Insurance Available to NAEYC Members

- general liability insurance for Affiliate Groups
- directors and officers (D&O) liability insurance (for applicable Affiliate Groups as well as boards of early childhood programs)
- general liability insurance for child care centers
- student accident insurance
- in-home child care professional liability insurance
- individual insurance through the Trust for Insuring Educators (TIE); 13 individual insurance plans include term life, long-term disability, major medical, professional liability, hospital indemnity, and a cancer plan

What NAEYC's Affiliate Group Policy Covers

NAEYC provides its Affiliate Groups with general liability insurance coverage and accident medical coverage for most events at no cost to groups.

The *liability* insurance policy provided by NAEYC annually includes

- $1 million per occurrence/$2 million aggregate general liability protection for attendees, employees, and volunteers at Affiliate Group-sponsored meetings, conferences, and Week of the Young Child activities
- $1 million liability coverage for personal (not physical) injury due to libel, slander, defamation of character, copyright infringement
- general liability coverage for Affiliate Group-rented office space—protects the landlord and the Affiliate Group from "slip-and-fall" types of accidents that may occur in the rented office
- fire legal liability—the Affiliate Group is protected up to $300,000 if a fire occurs in its office or at a meeting site and the group is found to be legally liable

NAEYC's policy for Affiliate Groups also provides *accident medical* coverage. Under this policy, groups are insured against bodily injury to all contract employees and volunteers that occurs during an event sponsored by the Affiliate Group. The $5,000 medical expense coverage includes

- hospital stays
- X-rays
- ambulance service
- medical or surgical treatments performed by a doctor
- nursing services

Affiliate Group presidents receive a copy of the General Liability Insurance Certificate and related information each July. To obtain further information, call NAEYC's Field Services Office at (800) 424-2460 or (202) 232-8777, e-mail affiliate@naeyc.org.

Events That MAY NOT Be Covered by NAEYC's Affiliate Group Policy

Liability coverage under NAEYC's policy is **not** automatic for some events. The underwriter may assess an additional charge or may be unwilling to cover an activity or entire event. Never hold an event without adequate liability coverage.

An Affiliate Group must apply for a Special Certificate to insure an event if:

- 1,000 or more people are expected
- alcohol will be served
- athletic events, such as a 10K or three-legged race, are included
- a parade is planned
- activities include water exposure, such as water rides and swimming parties
- animals are involved, such as pet shows and pony rides
- immunizations are offered on the site or in a mobile unit
- amusement rides of any kind are provided
- child care is offered at the event
- the facility insists that it be named as the primary insured party

Read the Fine Print!

NAEYC's liability insurance means your Affiliate Group is only liable for activities related to your event. Sign no contracts that contain wording about your Affiliate Group being responsible for *primary coverage* for the facility.

Primary coverage means that your group would be responsible for whatever occurs on that site, regardless of who is at fault. For example, if the roof collapses at the convention center where your annual conference is held, your Affiliate Group could be held liable if you were responsible for primary coverage for that site.

Please plan enough time to do the paperwork! *At least 8 weeks before the event,* you must fill out a copy of the Request for Special Certificate form provided by NAEYC with your Affiliate Group's General Liability Insurance Certificate. Mail or fax the application form to NAEYC's Field Services Office at (800) 424-2460 or (202) 232-8777, or send e-mail to affiliate@naeyc.org. Be sure to include a daytime telephone number.

If there is an additional charge to insure your event, coverage will not be extended until the Affiliate Group president signs off on the charge.

Securing and binding other types of insurance for certain excluded activities is the sole responsibility of each Affiliate Group. Contact a reputable agent to review your insurance needs.

Why Affiliate Groups Need Directors and Officers (D&O) Liability Insurance

Directors and officers can personally face the cost of litigation arising from their duties as board members. Affiliate Group staff are subject to similar risks. Even acquittal regarding an alleged wrongful act results in defense costs and fees.

Affiliate Groups need protection from these types of liability exposures for directors, officers, and employees:

Violation of the duties of care or diligence

- failure to manage and supervise the activities of the organization
- neglect or waste of assets
- improper delegation of authority

Breach of loyalty

- any kind of self-dealing
- taking of corporate opportunities
- purchase of corporate property by directors and officers
- sale of goods to the corporation by directors and officers
- fees and commissions paid to brokerage firms, banks, and other suppliers of services with which directors and officers have a relationship

Lawsuits brought forth by members of the nonprofit organization

- deprivation of rights as members

- the right to have the purposes of the organization fulfilled
- the right to have the organization continue in existence
- the right to have the organization managed free of conflict of interest
- situations among trustees engaged in suits and countersuits

These are some of the provisions to look for in a comprehensive directors and officers (D&O) policy:

- coverage for employees, volunteers, trustees, committee members, and the organization
- no insured versus insured exclusion
- outside directorship coverage provided for the directors and officers on other nonprofit boards if serving at the written request of the organization
- coverage for discrimination, wrongful termination, and sexual harassment suits
- no libel/slander exclusion
- advancement of defense costs clause
- policy cannot be canceled during the policy term except for non-payment of premium

The policy available through NAEYC protects the personal assets of board members should an Affiliate Group's officers or board of directors be sued. To request a no-obligation quote on directors and officers liability insurance, call the NAEYC insurance administrator at (800) 821-7303, extension 100 [in Kansas City, (816) 756-1060].

This D&O policy is also available for boards of early childhood programs, profit or nonprofit.

Who Needs Worker's Compensation Insurance?

Affiliate Groups may hire workers to do tasks such as handle conference registration, facilitate workshops, or manage the group's accounts. NAEYC's insurance policies do not cover worker's compensation claims by contractors. This type of insurance is a normal business expense and is not an Affiliate Group responsibility. Verify that any contractors carry their own worker's compensation coverage.

What About Bonding?

A *fidelity bond* is available to Affiliate Groups in the event that an officer or party to the treasury absconds with Affiliate Group property or funds. If a *fidelity or dishonesty policy* is needed, the Affiliate Group must purchase an additional liability policy on its own in addition to the general liability coverage purchased annually for Affiliate Groups by NAEYC.

Board Practices to Help Avoid Personal Liability

Jeffrey S. Tenenbaum, Esq.

- Prepare yourself for making decisions by reviewing pertinent legal and financial documents and analyses by experts in advance.
- Actively engage in deliberations during board meetings.
- Keep written records of board preparation and deliberation (leave a paper trail).
- Request that a legal opinion be obtained on any matter that has unclear legal ramifications, and ask independent accountants to assess and evaluate any matter that has significant financial ramifications.
- Obtain and carefully review both audited and unaudited periodic financial reports of the organization.
- Insist that meeting minutes accurately reflect any comments or votes in opposition to matters acted upon at meetings.
- Attend the organization's meetings, read the organization's publications, and keep fully apprised of important policies and activities.
- Make deliberate decisions without undue haste or pressure.
- Review all articles of incorporation, bylaws, and other governing documents.
- Avoid any conflicts of interest in dealing with the organization, and disclose any potential conflicts.

Reprinted with permission from *Board Member*, published by the National Center for Nonprofit Boards.

For Further Information

Davis, P. (1997, Sept./Oct.). Professional liability and governance exposures: A closer look. *Community Risk Management & Insurance, 6*(3), 1, 6-9.

Insurance plans: Forrest T. Jones & Co., Inc. at (800) 821-7303 [in Kansas City, (816) 756-1060]

NAEYC Web Site: www.naeyc.org

Nonprofit Risk Management Center, 1001 Connecticut Ave., N.W., Suite 900, Washington, DC 20036. (202) 785-3891, fax (202) 833-5747. Web: www.nonprofitrisk.org

Tenenbaum, J.S. (1997, Sept./Oct.). New law immunizes nonprofits from liability for on-line member messages: Disincentives for screening and monitoring postings removed. *Community Risk Management & Insurance, 6*(3), 4-5, 9.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington DC 20036-1426. (202) 232-8777 (800) 424-2460

Avoiding Conflicts of Interest

Criteria for Effective Affiliate Groups

Conduct activities to increase revenue and professional development events in a businesslike manner.

The Affiliate Group's planning incorporates sound management practices.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.
—ADP I-E, I-E-2, I-E-2b

Whenever Affiliate Group business is conducted, it is paramount to avoid the perception of any conflict of interest among members of the Affiliate Group and its governing board.

What Is a Conflict of Interest?

Conflict of interest is a difficult concept to define. The legal definition of conflict of interest, usually found in state laws governing nonprofit corporations, is very specific and covers relatively few situations.

Most conflicts fall into a gray area, where ethics and public perception are more relevant than statutes or precedents. A conflict of interest arises whenever the personal or professional interests of a board member are potentially at odds with the best interests of the nonprofit organization.

Concerns about conflicts of interest may occur, for example, when a board member seeks to perform professional services for an organization, or proposes that a relative or friend be considered for a staff position. Such transactions are perfectly acceptable if they benefit the organization and if the board makes the decision in an objective and informed manner. Even if such transactions do not meet these standards, they are usually not illegal. They are however, vulnerable to legal challenges and public misunderstanding.

How to Avoid Conflicts of Interest

Potential conflicts of interest, if not handled appropriately and sensitively, can cause lasting damage to an organization's governance, and its reputation, credibility, and ability to carry out its mission. Public confidence is important to most nonprofit organizations, and it is essential for NAEYC Affiliate Groups.

Most nonprofit boards take steps to avoid even the appearance of impropriety. These steps may include:

- Adopt a conflict-of-interest policy that (a) prohibits or limits business transactions with board members and (b) requires board members to disclose any actual or potential conflicts of interest immediately.
- Require board members to withdraw from discussing or voting upon decisions that present a potential conflict.
- Establish procedures, such as competitive bids, that ensure that the organization is receiving fair value in all transactions.

Leadership is more than being in the limelight
and having an impressive title,
it is also giving direction to and influencing practice and
scholarship via our actions and belief system and
being willing to share power.
—Josue Cruz

Sample Policy

Conflict of Interest

The ______ AEYC prohibits [or limits as specified, such as a dollar amount] business transactions between governing board members and the organization.

Governing board members must immediately disclose when a potential conflict of interest arises during the conduct of the organization's business.

Governing board members must withdraw from any deliberations and votes on business in which they have a conflict of interest.

For Further Information

Independent Sector. (1991). *Ethics and the nation's voluntary and philanthropic community: Obedience to the unenforceable.* Washington, DC: Author.

Independent Sector, 1828 L St., N.W., Suite 1200, Washington, DC 20036. (202) 223-8100.

Kurtz, D.L. (1995). *How to manage conflicts of interest: A guide for nonprofit boards.* Washington, DC: National Center for Nonprofit Boards.

National Center for Nonprofit Boards, 2000 L St., N.W., Suite 510, Washington, DC 20036. (800) 883-6262.

Nonprofit Risk Management Center. (1997). *Mission accomplished: A practical guide to risk management for nonprofits.* Washington, DC: Author. (202) 785-3891.

Nonprofit Risk Management Center, 1001 Connecticut Ave., N.W., Suite 900, Washington, DC 20036. (202) 785-3891, fax (202) 833-5747. Web: www.nonprofitrisk.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Meeting Site Review

Criteria for Effective Affiliate Groups

Conduct activities to increase revenue and professional development events in a businesslike manner.

The Affiliate Group's planning incorporates sound management practices.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.

—ADP I-E, I-E-2, I-E-2b

Affiliate Group planners arrange for meeting spaces that are conducive to conducting business and that address the well-being of participants. A brief review of factors to consider when evaluating a facility is included here.

Contracting for Space

Meeting planners can take six steps to assure that they negotiate a successful meeting contract:

1. Hold dates in writing. Include the date and means by which the planner must respond. Both parties sign the agreement.
2. Negotiate the contract. Get it and all amendments in writing.
3. Make a reasonable room commitment (room block), guarantee room rates, clarify procedure for determining the complimentary accommodations, agree upon guest reservation deposit and method of payment procedures, determine meeting space requirements.
4. Delineate the method for calculating damages in the event of cancellation of the event; monitor registrations and if necessary, cancel as soon as possible.
5. Be familiar with contingency clauses such as overbooking, termination due to renovation, change in ownership, and hold-harmless clauses.
6. Make sure that all individuals signing the contract have the legal authority to do so.

(Anderson, 1996).

Last-Minute Checklist

Conduct a final check of facilities for meetings and events before attendees arrive—treat the check much like the daily inspection teachers give rooms and playgrounds before children arrive. Use common sense to spot any potential hazards and identify factors that need to be addressed immediately. Be aware of details such as these.

Professional Collegiality

☐ Parking is adequate and inexpensive.
☐ The setting is supportive and psychologically comfortable for participants.
☐ Professional decision making is facilitated (all board members have a seat at the table, for example).
☐ Microphones, speakers, projectors, and other equipment functions properly.
☐ Room set-ups are in order.

Health and Safety

☐ The facility is accessible.
☐ Carpeted areas are in good condition and have no tripping hazards.
☐ Electrical cords are secured to the floor.
☐ Aisles are clear and unobstructed.
☐ Stairs are in good condition with nonslip surfaces.
☐ Temporary stairs or seating are securely anchored.

☐ Exterior lighting is adequate at night in all walking and parking areas.
☐ If refreshments, even water, are offered, be alert to spilled liquids.
☐ Smoking areas are designated.
☐ Restrooms are clean and supplied.
☐ Signs are posted to direct attendees.

In Case of Injury at an Event

Early childhood educators are trained to handle emergencies such as injuries in a compassionate manner and with awareness of the legal ramifications.

These are some of basic principles to keep in mind should an injury or other emergency situation occur:

1. Never admit fault or liability.
2. Comfort the injured person.
3. Ask the person for the name of her or his doctor or treatment facility. Do not offer to pay the bill.
4. Ask the individual what happened.
5. Be aware of where the individual claims to be hurt.
6. In serious situations, immediately contact the Affiliate Group's insurance company and the facility's manager.
7. Write down names and phone numbers of people who saw the incident. Ask what they saw or heard.
8. Identify conditions that could have contributed to the situation.
9. Cooperate with any investigating authorities.
10. Take steps to prevent similar incidents.

ADA Standards

The Americans with Disabilities Act (ADA) establishes civil rights for individuals with disabilities. This law ensures that people with disabilities have equal access and opportunity to public services, transportation, telecommunications, and accommodations.

The specifics of the ADA should be familiar to all Affiliate Group meeting planners. Penalties for violations are very expensive. Make sure hotels, restaurants, and other meeting facilities that your Affiliate Group uses comply with ADA standards, including those listed here.

ADA Hearing-Impaired Kit Contents

- Telecommunications device for the deaf (TDD)
- Visual smoke alarm
- Vibrating alarm clock
- Accessible message machine
- Closed caption decoder

ADA Hotel Standards

- Door clearance: 36"; door levers, not knobs
- Peephole 48" to 54" from floor
- Lowered bar in closets
- Clearance between beds: 36"
- Roll-in shower/handheld showerhead
- Toilet grab bars 33" from floor
- Toilet seat 20" from floor
- Sink 28" from floor
- Twist or push-down automatic faucets

For Further Information

Anderson, J.E. (1996, November). Six steps to achieving meeting contract success. *Executive Update,* 27-30.

Insurance plans: Forrest T. Jones & Co., Inc. at (800) 821-7303 [in Kansas City, (816) 756-1060]

ITT Sheraton Corp. (1990). *The ITT Sheraton meeting guide.* Boston: Author.

NAEYC Web Site: www.naeyc.org

Nonprofit Risk Management Center. (1997). *Managing special event risks: Ten steps to safety.* Washington, DC: Author. (202) 785-3891

Seidman, A., & Teremper, C. (1995). *Beyond the myths about disabilities and risks.* Washington, DC: Nonprofit Risk Management Center.

Williams, D. (1995, June). Action to take when an accident occurs at your event. *Association Management,* p. 30.

Woods, L.L. (1995, May). The Americans with Disabilities Act and meetings: A balancing act. *Meetings & Expositions Newsletter.* Washington, DC: Meetings and Expositions Section of the American Society of Association Executives.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Record Storage

Criteria for Effective Affiliate Groups

Maintain complete and accurate membership and business records.

The Affiliate Group maintains membership records, minutes, election results, bylaws, policies and procedures, Action Plan, and other business documents in safe, accessible locations.

A safe, secure place is used to store copies of bylaws, policies and procedures, the Affiliate Group Action Plan, legal papers, and other vital documents.

—ADP I-C, I-C-1, I-C-1d

Maintaining Affiliate Group documents where they can be easily retrieved is an important responsibility. Take these steps immediately, if someone has not already done so, to preserve your Affiliate Group's records:

- establish a policy regarding safe, secure storage of business records
- use a computer data base whenever possible for all records, including membership lists
- permanently maintain business records such as minutes of meetings, election results, mailing permits, insurance policies, legal documents, contracts, historical papers, and other documents on computer and/or in a fireproof, watertight storage facility
- seek archival storage at a library, college, Resource and Referral agency, or other institution for historical records

■■■■■■■■

Sample Policy

Record Storage

The _______ AEYC maintains a safe, secure place to store copies of bylaws, policies and procedures, the Affiliate Group Action Plan, legal papers, and other vital documents.

See the Document Checklist (in Chapter 1 of this *NAEYC Affiliate Group Handbook*) for a list of the organizational documents to be stored properly.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Chapter 3

Effective Affiliate Group Functioning

BEST COPY AVAILABLE

Chapter 3

Effective Affiliate Group Functioning

Criteria for Effective Affiliate Groups

The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

The Affiliate Group actively recruits, retains, and involves members from diverse groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.

Actively engage in continuous leadership development and involvement.

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

ADP I-A-1, I-A-2, I-F, I-G

Effective, diverse Affiliate Groups rely on a variety of strategies—such as inclusiveness, teamwork, building consensus, delegating authority, leadership development, and communication—to maintain a lively, focused organization. Renewing member and leader commitment and a sense of ownership within the Affiliate Group is a continuous process.

Building Inclusive Organizations

Our professional Association strives to be inclusive in its membership, leadership, and programs. Use the Inclusiveness Planning Tool in this chapter to identify groups that may be inadequately represented in your Affiliate Group. A sample inclusiveness policy is found in Chapter 5.

NAEYC's principles for creating and maintaining a positive culture at working sessions are provided as a model for Affiliate Groups to develop your own principles. Excerpts from "How to Be an Effective Board Member" point out primary leadership roles.

Conducting Business Meetings

Your Affiliate Group president and secretary have the primary responsibilities for managing productive board meetings. Recommendations for setting the agenda and accurately recording the minutes are briefly offered here. Most Affiliate Group board meetings are fairly informal. Sometimes, however, controversial issues are considered, technical points are raised, and questions of priorities come up. Be prepared to know how to maintain an orderly, friendly business meeting!

Finding and Facilitating Leaders

Leadership identification and development—growing leaders within and among Affiliate Groups—is a key element in fostering a strong, growing organization. Affiliate Groups act as a catalyst to find and prepare new leaders. Our organization is instrumental in the ongoing professional development of early childhood educators. These leadership skills are equally applicable within Affiliate Groups and in early childhood professional practice!

NAEYC Networking

NAEYC Affiliate Groups—numbering about 450—function within the broad NAEYC umbrella. Timely, accurate exchanges of information are needed at all levels to ensure prompt member services and efficient operation.

Affiliate Group Functioning—Links With NAEYC and ADP

NAEYC's Association Development Process (ADP) is designed to facilitate the development of strategic Action Plans at all Association levels. The Strategic Planning Tools section of this *Handbook* contains suggested methods to collect information, rate your Affiliate Group, and develop Action Plans.

Copy These Group Function Resources...	For Affiliate Group Leaders, Including...
Inclusiveness Planning Tool	Board, Membership Committee, Program Committee, ADP Organizational Development Task Group
Principles to Enhance Board Leadership	Board
How to Be an Effective Board Member	Board, ADP Steering Committee, Committee Chairs
Agenda	Board, ADP Steering Committee, Committee Chairs
Minutes	Secretary, Committee Secretaries
Parliamentary Procedure	President, Parliamentarian, Board, ADP Steering Committee, Committee Chairs
Facilitating Productive Meetings	President, Board, Committee Chairs
Identifying Leaders	Board, Nominations and Elections Committee
Leadership Development	Board, Organizational Development Task Group, Quality Improvement Committee, Public Policy Public Awareness & Education Committee, Professional Recognition Committee
Orientation	Board
Time Management for Volunteers	Board, Committee Chairs
Reporting Procedures	Board, Membership Recruitment Committee
Contacts With NAEYC Board Members	Board
State Support Role	State Board
Participation in NAEYC Elections	Board, Organizational Development Task Group
Association Development Process	Board, ADP Steering Committee, ADP Task Groups
Collecting Perceptions	ADP Steering Committee, ADP Task Groups
Criteria Rating Form	ADP Steering Committee, ADP Task Groups
Planning for Action	Board, ADP Steering Committee, ADP Task Groups

Inclusiveness Planning Tool

Criteria for Effective Affiliate Groups

The Affiliate Group actively recruits, retains, and involves members from diverse groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.

An outreach plan is developed each year to address barriers to inclusion.

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Independent Members are encouraged to join the Affiliate Group.

Affiliate Groups nurture and reach out to members to encourage them to renew.
—ADP I-A-2, I-A-2d, I-A-2e, I-A-2g, I-A-2h

This Inclusiveness Planning Tool is designed especially for use by leaders in NAEYC Affiliate Groups.

Use it to help identify some of the many different factors that make it possible to build a grassroots, inclusive organization within your geographic outreach area. The factors listed on the Inclusiveness Planning Tool are typically found within successful Affiliate Groups. Be sure you consider both leaders and members of the organization.

Each item checked on the Inclusiveness Planning Tool indicates a group that is inadequately represented within the community or state organization. For each of these checked items, Affiliate Groups set goals to increase representation, and then develop outreach strategies to meet those goals.

The Association Development Process Criterion I-A and the materials in Chapter 5 of the *NAEYC Affiliate Group Handbook* are excellent resources for ideas on how to recruit and involve members.

The Inclusiveness Planning Tool is recommended as part of the Affiliate Group governing board's annual review of organizational effectiveness. It is also an integral part of the self-assessment for the Association Development Process (ADP).

For Further Information

NAEYC Web Site: www.naeyc.org

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: National Center for Nonprofit Boards.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

BEST COPY AVAILABLE

Inclusiveness Planning Tool

Think about all the early childhood professionals who live and/or work in our Affiliate Group's outreach area for each of the categories listed.

✔ 1. First, check those groups which are inadequately represented within our organization's membership and/or leadership.
2. Then set goals for increasing representation from within the groups checked.
3. Develop, and then implement, outreach strategies and programs to meet these inclusiveness goals.

✔ *Check Inadequately Represented Groups*	*Identify Goals to Increase Representation of Checked Groups*	*Develop Outreach Strategies*
Culture/Ethnicity		
____African American ____Asian American ____EuroAmerican/Caucasian ____Hispanic/Latino American ____Native American ____Pacific Islanders ____Other culture/ethnicity ________________________		
Age/Gender		
____Younger adults ____Middle-aged adults ____Older adults ____Males ____Females		

✔ *Check Inadequately Represented Groups*

Geographic Location

____All communities within our geographic area as listed below

____

____

Program Sponsorship

Program for children
____Campus-based program
____Child's home
____Early intervention program
____Employer-assisted program
____Family child care home
____Head Start
____Hospital
____Military program
____Private for-profit program
____Private nonprofit program
____Public school
____Religious-sponsored program
____Other programs for children

____

____

Programs for parents/families
____Family support program
____Resource and referral agency
____Parent education program
____Other programs for parents/families

____

____

Identify Goals to Increase Representation of Checked Groups

Develop Outreach Strategies

✔ *Check Inadequately Represented Groups*

Programs for professional preparation

____High school/vocational program
____CDA program
____Community-based training program
____Community college
____Baccalaureate program
____Advanced degree program
____Other programs for professional preparation

____

____

Other

____Advocacy organization
____Consulting group
____Government/policy
____Health care facility
____Media
____Research institution
____Other

____

____

Age Groups With Which Members Work

____Infants
____Toddlers
____Preschoolers
____Kindergartners
____Primary grade students
____School-agers
____Mixed-age groups
____High school students
____Adults

Identify Goals to Increase Representation of Checked Groups

Develop Outreach Strategies

Inclusiveness Planning Tool
Continued

✔ *Check Inadequately Represented Groups*

Professional Positions of Members

____Administrator
____Adult educator/early childhood teacher educator
____Consultant
____Early childhood program director/administrator/owner
____Early intervention specialist
____Education coordinator/staff development specialist
____Family child care provider
____Family support specialist
____Government administrator
____Health care provider
____Human services professional
____Licenser/regulator
____Nanny
____Parent
____Parent educator
____Policy analyst/advocate
____Principal
____Researcher
____Resource and referral specialist
____Retired
____Student
____Teacher of children
____Assistant teacher
____Aide
____Work/family specialist
____Other

____

____

Identify Goals to Increase Representation of Checked Groups

Develop Outreach Strategies

Principles to Enhance Board Leadership

Criteria for Effective Affiliate Groups

The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

The Affiliate Group actively recruits, retains, and involves members from diverse groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.

Actively engage in continuous leadership development and involvement.

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

—ADP I-A-1, I-A-2, I-F, I-G

NAEYC's Governing Board adopted these principles in April 1992 to guide the board and staff in creating and maintaining a positive culture at Association working sessions. These principles were created with knowledge that every organization creates its own culture and a desire that the focus be on constructive group work to further the improvement of early childhood education in this nation.

These principles should only be used as an example. Your Affiliate Group board should develop your own principles based on your organizational culture and desire to facilitate collaboration and team effort.

A. The board will strive for a culture of full and open participation by all members and staff in order to:

- maximize and direct group energy toward major issues for the profession and organization
- use the creative tension of differing viewpoints to reach well-informed decisions in order to further the mission of NAEYC

B. An open board culture, maintained in a professional context, relies upon attentiveness both to issues and to a process in which:

- hot spots are identified and dealt with as they occur
- procedural issues are transcended
- participants engage in self-monitoring
- participants remind themselves and others of attentiveness to broad goals and a positive culture

C. An open, participatory board culture anticipates and encourages the advocacy of strongly-held and divergent points of view expressed individually and heard by all.

1. As speakers, participants will:
    - speak primarily from their individual perspectives and identify others when speaking for them
    - avoid ascribing motivation to others
2. As listeners, participants will:
    - seek clarification when needed through objective, nonconfrontational questions
    - listen actively and nonjudgmentally to all points of view
    - allow others to complete their statements without interruption

D. An open, participatory board culture supports the expression of differing points of view as an important step to reaching an informed decision based on compromise. Healthy debate and compromise requires that board members have sufficient information about the issue and about the points of view of others. To ensure this:

- written information will be presented in a clear framework for discussion with adequate detail for decision making
- board members will thoroughly review the prepared materials
- board members will identify and clearly define additional information needs both to staff and to other board members

E. In an open, participatory board culture, disagreements, problems, and complaints are identified, addressed, and resolved as they arise. As agreement is reached on difficult questions, board members will:

- ascribe to principles to move the agreement forward by noting resolution
- consider resolved issues as matters to be left at the board table rather than issues about which prolonged debate and discussion occur outside the board meeting
- accept circumstances in which their individual viewpoints are in the minority
- request specific content information in the minutes to reflect dissension with the compromise
- accept the mistakes of themselves and others and maintain principles of collegiality

F. All participants should recognize the value of open, participatory debate in furthering our mission and should remember as well that "words, when spoken, have life." This principle should underlie all debate.

Achieving
Board Membership Inclusivity

Two Advantages of Inclusive Boards

- Board members from diverse backgrounds give the organization access to untapped reservoirs of talent and resources.

- Diversity of background brings diversity of perspective, which can help an organization remain focused on its mission and can also eliminate the "us versus them" mentality that can develop between the board and other constituent groups.

Recommendations for Recruiting Effective, Inclusive Boards

- Recruit board members for the skills they can bring to the board rather than their ethnicity. Diverse members are often brought on either as tokens or as "superminorities," according to J.D. Hokoyama, executive director of Leadership Education for Asian Pacifics. Nothing is expected of token board members; too much is expected of superminorities. He challenges members of minority groups to be more aggressive in volunteering to serve on boards.

- Encourage inclusivity by establishing an organizational culture that eliminates or reduces barriers to full participation. For example, make sure meetings are held at convenient times and places.

- Seek out people from inclusive backgrounds. "The first person you ask may be overcommitted," says Janice Petrovich, executive director of the Aspira Association. "Ask them if they can recommend someone else." J.D. Hokoyama urges board members to get to know the community. "The talent is there," he says.

Note. Adapted from "Obstacles to Board Diversity" by Sandra T. Gray, J.D. Hokoyama, and Janice Petrovich, 1993, *Board Member, 2*(8), p. 12. Copyright © 1993, published by National Center for Nonprofit Boards, (202) 452-6262. Used with permission. All rights reserved.

For Further Information

Atkinson, P.E. (1990). *Creating culture change—Key to successful total quality management.* Kempston, Bedford, UK: IFS Limited.

Axelrod, N.R. (1991). *Creating and renewing advisory boards: Strategies for success.* Washington, DC: National Center for Nonprofit Boards.

Beckhard, R., & Pritchard, W. (1992). *Changing the essence—The art of creating and leading fundamental change in organizations.* San Francisco: Jossey-Bass.

Blanchard, K., & Hershey, P. (1974, February). So you want to know about your leadership style? *Training and Development Journal,* 1-15.

Block, P. (1991). *The empowered manager: Positive political skills at work.* San Francisco: Jossey-Bass.

Child Welfare League of America. (1993). *Cultural competence self-assessment instrument.* Washington, DC: Author.

Covey, S.R. (1991). *Principle-centered leadership.* New York: Simon & Schuster.

Dimock, H.G. (1993). *Intervention & collaboration—Helping organizations to change.* San Diego: Pfeiffer.

Drucker, P.F. (1993). *The five most important questions you will ever ask about your nonprofit organization.* San Francisco: Jossey-Bass.

Elder, J.O. (1994). *Collaborative working relationships: An interactive program to prepare people for successful collaborative efforts.* Minneapolis: Carlson Learning Co.

Gardner, H. (1995). *Leading minds: An anatomy of leadership.* New York: Basic Books.

Jorde-Bloom, P. (1988). *A great place to work: Improving conditions for staff in young children's programs.* Washington, DC: NAEYC.

Jorde Bloom, P. (1993). Effective communication—The mortar that holds the team together. *Child Care Information Exchange, 88,* 5-7.

Kayser, T.A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group* (2nd ed.). Burr Ridge, IL: Irwin Professional Publishing.

NAEYC. (1992). *Code of ethical conduct and statement of commitment.*

NAEYC. (1994). *Antidiscrimination policy.*

NAEYC. *How to be an effective board member* (Cassette Recording).

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Redlands Christian Migrant Association. (1994, January). Leadership evaluation tool: Are you a well rounded leader? *Child Care Information Exchange, 94,* 31-33.

Robbins, S.P. (Ed.). (1991). *Organizational behavior: Concepts, controversies, and applications* (5th ed.). New York: Prentice-Hall.

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: National Center for Nonprofit Boards.

Stoesz, E., & Raber, C. (1997). *Doing good better! How to be an effective board member of a nonprofit organization.* Intercourse, PA: Good Books.

The Affiliate quarterly newsletter

Zeece, P.D. (1994, July). How can I have clear vision when my glasses are so cloudy? *Child Care Information Exchange, 98,* 6-9.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

How to Be an Effective Board Member

Criteria for Effective Affiliate Groups

The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Actively engage in continuous leadership development and involvement.

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

—ADP I-A-1, I-B-2a, I-F, I-G

Congratulations on your election or appointment to a leadership position in an NAEYC Affiliate Group.

This leadership position suggests two things about you. Based on your belief in NAEYC's potential for improving the quality of early childhood education, you've chosen to contribute leadership to this organization. The other important factor is that your peers hold you in high esteem—they trust you to develop Affiliate Group activities that stimulate better programs for young children and their families.

At NAEYC Headquarters, we share your enthusiasm about our Association's potential to ensure that all young children have access to high-quality early childhood programs and want to help you be a more effective leader and collaborator.

Whether you are a newly-elected board member or have served in leadership positions for a long time, our purpose here is to give you some ideas for making your Affiliate Group board work productive and satisfying.

NAEYC's audio tape on "How to Be an Effective Board Member" is briefly summarized here.

When you serve on an Affiliate Group board, remember to...

- get acquainted immediately with your Affiliate Group's bylaws. They spell out what your board can and cannot do, your purposes, and how your group operates.
- always consider the needs and best interests of the membership at large, keeping in mind the Affiliate Group's overall direction.
- keep the board's focus on major issues facing the profession and your Affiliate Group.
- strive to be constructive, to work together as a team, and to seek strength through diversity—in board discussions, in relating to the membership at large, when reviewing a policy or issue.
- act prudently—boards are legally liable for a group's action.
- seek to make a genuine contribution to your Affiliate Group and NAEYC.

How to Be an Effective Board Member

Summary Checklist

FULL BOARD RESPONSIBILITIES

Task	Desired Outcome
✓ **Do "goal checks":** Conduct periodic board reviews of your Affiliate Group's purpose.	All board members share similar perceptions about what the organization is trying to accomplish.
✓ **Review your Affiliate Group's relationship to NAEYC.**	Understanding the importance of Affiliate Group activities for utilizing position statements and resource tools developed by NAEYC to promote improvements in commitment to and practice of high-quality early childhood programs.
✓ **Make action plans:** Translate general goals and identified needs into specific action plans.	Affiliate Group-sponsored activities attract a high level of participation and promote improvements in early childhood programs.
✓ **Delegate implementation tasks** to committees, staff, or contractors and be sure their work is supported by clear policies and adequate resources.	Implementation groups are supported by clear goals, policies, and resources, and thus the activities are more likely to be successful.
✓ **Develop and review policies.**	Thoughtfully conceptualized policies save time, reduce tension, and promote fairness.
✓ **Review outcomes:** Conduct periodic reviews of Affiliate Group activities to determine how well you are achieving your goals.	Adjustments in plans, resources, policies, or implementation teams are identified and made, thus increasing the rate of success.

How to Be an Effective Board Member

Summary Checklist

INDIVIDUAL BOARD MEMBER RESPONSIBILITIES

Prior to meetings—
Prepare for decision making

✓ *Read* all background material.

✓ *Evaluate* proposals for
- their relevance to your Affiliate Group's goals
- feasibility with available resources
- long-term implications for your organization

✓ *Review* board policies relevant to agenda items and think about their application to specific cases.

✓ Identify the lack of relevant policy for an agenda item and *construct* some guidelines to propose.

During meetings—
Contribute to decision making

✓ *Listen and evaluate* all proposals.
- Is the described need a priority for the organization?
- Is the proposed plan clear, feasible, and congruent with policies?
- Are the necessary resources, skills, and funds available?

✓ *Use nonverbal communication* (when feasible) to express your evaluation.

✓ *Facilitate group decision making.*
- Present different or missing information.
- Ask clarifying questions.
- Propose a refinement.
- Summarize the discussion and test consensus.
- Make a motion and call for a vote.

✓ *Insist on clearly stated motions*—refuse to second "so move" motions.

✓ *Present carefully crafted proposals* that state:
- the problem being addressed
- *what* will be done
- *who* will do it
- *when* they will do it
- *how* it will be funded

At all times—
Serve as an ambassador for your Affiliate Group

✓ At Affiliate Group meetings
- bring new participants
- help all feel welcome
- listen for interest and needs to use in making future plans for your group
- watch for new people to involve in Affiliate Group responsibilities

✓ At your work place
- distribute Affiliate Group and NAEYC information
- promote your group's activities

✓ In your community
- support the official positions of your Affiliate Group, or clearly state that there is no position and you are speaking as an individual
- utilize NAEYC brochures that summarize positions for the purpose of public and media communications

Duties of Board Members

1. The Duty of Care

The Duty of Care principle requires board members to exercise reasonable care in the decision-making process. This principles is also called the "business judgment rule."

2. The Duty of Loyalty

The Duty of Loyalty principle requires board members to give undivided allegiance to the organization when making decisions affecting the organization. In practice this means that the board member can never use the information obtained as a member for personal gain.

3. The Duty of Coherence

The Duty of Coherence principle requires board members to be faithful to the organization's mission. Although board members may exercise their own reasonable judgment concerning how the organization should best meet its mission, they are not permitted to act in a way that is inconsistent with the central goals of the organization.

Eleven Basic Responsibilities and Six Competencies of Effective Boards

Responsibilities	Competencies
1. Determine the organization's mission and purpose	contextual, educational, strategic
2. Select and support the executive and review his/her performance regularly	contextual, educational
3. Approve and monitor the organization's programs and services	contextual, educational, analytical
4. Ensure adequate resources	interpersonal, political, strategic
5. Ensure effective fiscal management	analytical, educational
6. Engage in strategic planning	strategic, contextual
7. Carefully select and orient new board members	interpersonal, political, contextual
8. Understand the relationship between board and staff	contextual, educational
9. Enhance the organization's public image	political, strategic
10. Organize itself so that the board operates efficiently	interpersonal, educational
11. Ensure sound risk-management policies	analytical

Courtesy of MMP Associates, 4516 30th St., N.W., Washington, DC 20008.

For Further Information

Atkinson, P.E. (1990). *Creating culture change—Key to successful total quality management.* Kempston, Bedford, UK: IFS Limited.

Axelrod, N.R. (1991). *Creating and renewing advisory boards: Strategies for success.* Washington, DC: National Center for Nonprofit Boards.

Beckhard, R., & Pritchard, W. (1992). *Changing the essence—The art of creating and leading fundamental change in organizations.* San Francisco: Jossey-Bass.

Blanchard, K., & Hershey, P. (1974, February). So you want to know about your leadership style? *Training and Development Journal,* 1-15.

Block, P. (1991). *The empowered manager: Positive political skills at work.* San Francisco: Jossey-Bass.

Child Welfare League of America. (1993). *Cultural competence self-assessment instrument.* Washington, DC: Author.

Covey, S.R. (1991). *Principle-centered leadership.* New York: Simon & Schuster.

Dimock, H.G. (1993). *Intervention & collaboration—Helping organizations to change.* San Diego: Pfeiffer.

Drucker, P.F. (1993). *The five most important questions you will ever ask about your nonprofit organization.* San Francisco: Jossey-Bass.

Elder, J.O. (1994). *Collaborative working relationships: An interactive program to prepare people for successful collaborative efforts.* Minneapolis: Carlson Learning Co.

Gardner, H. (1995). *Leading minds: An anatomy of leadership.* New York: Basic Books.

Jorde-Bloom, P. (1988). *A great place to work: Improving conditions for staff in young children's programs.* Washington, DC: NAEYC.

Jorde Bloom, P. (1993). Effective communication—The mortar that holds the team together. *Child Care Information Exchange, 88,* 5-7.

Kayser, T.A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group* (2nd ed.). Burr Ridge, IL: Irwin Professional Publishing.

NAEYC. (1992). *Code of ethical conduct and statement of commitment.*

NAEYC. (1994). *Antidiscrimination policy.*

NAEYC. (1993). *How to be an effective board member* (Cassette Recording).

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Redlands Christian Migrant Association. (1994, January). Leadership evaluation tool: Are you a well rounded leader? *Child Care Information Exchange, 94,* 31-33.

Robbins, S.P. (Ed.). (1991). *Organizational behavior: Concepts, controversies, and applications* (5th ed.). New York: Prentice-Hall.

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: National Center for Nonprofit Boards.

Stoesz, E., & Raber, C. (1997). *Doing good better! How to be an effective board member of a nonprofit organization.* Intercourse, PA: Good Books.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Agenda

Criteria for Effective Affiliate Groups

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions.

Affiliate Group decision-making and planning processes fully involve members.
—ADP I-B-2a, I-B-3b, I-F-1a

Plans for each Affiliate Group board or committee business meeting are set in motion by the presiding officer or a designated member in accordance with your policies, such as this sample:

■■■■■■■
Sample Policy

Business Meetings

The _______ AEYC holds regular business meetings on________ and as called by the presiding officer. Meetings are held in order to conduct the business of the association. They are held at a regular time and place and are open to the membership except when the board goes into executive session. Board meetings are conducted using parliamentary procedure and complete minutes are recorded. The agenda for meetings is distributed to board members no later than 2 weeks in advance.

Before calling a regular or special business meeting, make sure the purpose for the session is clear. Some reasons to call a meeting are to:
- solve problems
- make decisions
- share information
- plan
- address some combination of these

An Annual Business and Event Calendar (see the Orientation section of this chapter) can help the presiding officer establish an agenda that addresses regular business items.

Affiliate Group members and leaders may have recommendations to improve meetings. See the section on Collecting Perceptions later in this chapter.

What Do We Prepare?

Regular business meeting dates, times, and places help assure steady attendance. So do written notices or telephone tree reminders.

The presiding officer or a designated board member
- marks meeting dates on a master calendar
- reserves meeting space sufficiently in advance
- sends advance notices of regular and special meetings to the editor of the newsletter

Consider these features when making meeting arrangements:
- convenient, accessible, affordable site with ample parking
- room size, layout, acoustics suited to group
- room set-up includes large table and chairs to accommodate group, arranged to promote board discussion and debate

- meal arrangements (if any) and/or adequate breaks to promote attentiveness
- microphone or other audio-visual equipment available

How to Establish an Agenda

At least 2 weeks before a board or committee business meeting, the presiding officer determines the order of business—the meeting's agenda. A typical Affiliate Group agenda includes these components:

- call to order and welcome
- approval of minutes of previous meeting
- consensus on the agenda
- adoption of treasurer's report
- staff/leadership reports
- standing committee reports
- special or ad hoc committee reports
- unfinished business
- next meeting agenda
- announcements and/or program
- time of adjournment

Ask the treasurer and all committee chairs to submit reports in writing, and to suggest any business items at least one week before the meeting (see the sample form on the next page). Consider the most effective process for dealing with each item. Plan to make the most of each individual's contributions.

Board and committee members are much better prepared to make decisions if you provide a written agenda in advance, accompanied by background information materials as appropriate. Adapt the sample agenda planning form provided in this section to suit your needs. The presiding officer, secretary, and other officers (or staff, if available) prepare and distribute these materials.

To assure that business items appear on the agenda in a timely manner, some Affiliate Groups develop a calendar (see the one in the Orientation section) which identifies when topics are scheduled. Another way to approach a calendar is by topic:

TOPIC	MONTH
Budget	
Elect officers	
Orientation	
Review bylaws/mission	
Appoint committees	
Adopt program plans	
WOYC	
Annual conference	

Sticking to the Agenda

On the day of the meeting, the presiding officer and secretary assure that the meeting room is comfortably set up for the group and that these and other needed documents are readily accessible:

- bylaws
- policies and procedures
- past minutes
- forms on which to submit motions to the secretary (see box)

Start the meeting on time. Stick to the agenda and time limits. Make sure roles are clear and everyone knows how to follow up with action.

At the end of the meeting, evaluate it (see the self-evaluation form in the Governing Board section of Chapter 1 of this *Handbook*). Consider what went well. Those offering recommendations for improvement should be prepared to suggest what they are willing to do to make it happen. Close on a positive note. Leave the room in orderly condition.

Responsibilities of the President

Esther Weir, past president and parliamentarian of the California Association for the Education of Young Children and former member of NAEYC's Governing Board, identifies these responsibilities of an Affiliate Group president in conducting a board meeting:

- possess a basic knowledge of, and follow, parliamentary rules, even if there is a parliamentarian
- make sure discussion takes place only after a motion has been offered and seconded
- see that motions are clear, stated in the affirmative, and written
- confront a tie in voting either by casting a vote to break a tie or to cause a tie. If the president chooses not to vote in a tie, the motion is lost, because a tie is not a majority. If there is one more vote in the affirmative than in the negative, the president may vote in the negative and cause a tie, resulting in the loss of the motion.
- try to be impersonal and objective
- delegate and elicit (rather than command) responsibility

Sample
Committee Report Form
______AEYC

Please submit this form to________________________ by this date______________________

for business meeting to be held on _____________________

Committee name___________________________Date of last meeting____________________

____Standing ____Ad hoc Date of next meeting_________________________

Committee chair___________________________________Phone_______________________

Summary of activities on which the committee will report

______Committee charge:

______Progress toward completion of strategic plan goals:

______Issues/concerns:

______Information and recommendations for board:

Committee will recommend board action on these topics (state in the form of a motion for board approval):

"I move that ____

____

Committee members:

Sample
Agenda Form

______AEYC
Type of Meeting
Date
Beginning and Ending Times
Location

Item	Time	Leader	Information	Action
Introductions, agenda	*9-9:15*	*President*	*Roster of board members, agenda*	*Discuss, clarify, agree*

Proposed Motion
(submit to Affiliate Group secretary)

Person submitting motion______________________________Date______________

Motion: "I move that____

____

____

____

____."

Disposition of motion:

_______dropped for lack of second
_______withdrawn
_______tabled
_______amended as indicated
_______referred to______________________committee
_______vote:
    ____by acclamation
    ____yes ____no ____abstain
    ____passed ____failed

Action required:

____

____

_______responsible person/committee

_______add to policy manual

Checklist for an
Effective Meeting

- ✔ **Meeting leader** is organized, prepared, and a manager.
- ✔ **Agenda** is limited, realistic, timed, and published beforehand.
- ✔ **Participation** includes reports and recommendations, opportunity for expression, handouts, and minutes of the meeting.
- ✔ **Closure** means people leave knowing their job expectations, evaluations and orientations, follow-up and planning, and clear timelines.
- ✔ **Personal needs** are met, such as space, food, and logistics.
- ✔ **Warning signs of an ineffective meeting** include poor facilitator, wrong attendants, little or no information distributed, not enough time for discussion, not enough meeting space, poor timing, inappropriate record keeping, an agenda that is nonexistent or not followed.

—Jennifer Rutledge, Delphi
Consulting Group, Inc.

If I look back at the road I traveled,
I realize that it was more difficult for me
to discover what problems I had to resolve
than it was to resolve them.
—Charles Darwin

For Further Information

Aspen Publishers. (1995). *Board member manual 1995.* Frederick, MD: Author.

Blise, E.C. (1991). *Getting things done: The ABC's of time management.* New York: Scribner's.

Kayser, T.A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group* (2nd ed.). Burr Ridge, IL: Irwin Professional Publishing.

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Pohl, A. (1992). *The organization secretary's handbook.* Parlie Publications, 15525 S.W. 114th Court, #31, Tigard, OR 97224-3310.

Reeves, C. (1988). *Managing meetings.* Bozenkill Road, P.O. Box 55, Altamont, NY 12009: DeLoayza Associates.

Robert, H.M. (1989). *Robert's rules of order, newly revised.* New York: Berkley Books.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Minutes

Criteria for Effective Affiliate Groups

Minutes of all meetings are recorded and distributed to the board for approval at the next meeting, and kept on file in a permanent location.

Election results are tabulated fairly and confidentially, and recorded in the minutes of the meeting in which they are accepted.

—ADP I-C-1b, I-C-1c

The secretary or recording secretary is responsible for maintaining an accurate record of your Affiliate Group's business and official decisions. Committees also need a secretary to record their minutes.

Minutes are important not only as a record of decisions but also to clarify responsibilities and to communicate with members not in attendance.

What to Include

Shorthand, tape records, and laptop computers may simplify the note-taking process. At each meeting, the secretary records rough notes on these items for inclusion in the minutes:

- name of Affiliate Group
- date
- type of meeting (regular, special, annual)
- presiding officer
- a list of full names of those attending and those who are absent
- officer/committee reports (may be attached)
- main points in discussions of motions
- exact wording of final motions presented and approved, including action on previous meeting's minutes; include name of person making the motion, counts of any ballots
- future plans
- committee appointments
- date of next meeting
- recorder

Minutes should reflect what was *done* at a meeting, not everything that was said. Details of the proceedings, such as the fine points of discussion, names of those seconding motions, and the content of a guest speaker's presentation are omitted from the minutes unless a specific request is made to include them. Approved minutes should be initialed by the secretary, dated, and filed.

Organizing the Minutes

Board and committee members who are familiar with previous Affiliate Group decisions—priorities set, budgets and long-range plans adopted, committee appointments made—are better prepared to act.

To make it easier to find information in the minutes, your organization may want to index the material each year, and to coordinate minutes with the agenda of each meeting.

Another way to simplify referrals back to earlier decisions is to organize each meeting's minutes by category, rather than in chronological order. NAEYC's Governing Board uses these categories:

- governance
- membership/Affiliate Groups
- conference
- publications/resources
- special projects/liaison
- public affairs
- professional development
- accreditation

- finance
- headquarters

Select or adapt the categories that fit your Affiliate Group board or committee.

Follow Up

As soon as possible after every meeting, the secretary

- types a complete, objective, and concise set of minutes (provide an advance draft to the presiding officer if requested)
- attaches copies of written reports
- sends a copy to each board or committee member
- places approved minutes on file in the Affiliate Group's archives

When possible, store your Affiliate Group board's current, permanent records on computer with at least one back-up copy. Archival storage can often be arranged with a library, college, Resource and Referral agency, or other institution.

For Further Information

Pohl, A. (1992). *The organization secretary's handbook.* Parlie Publications, 15525 S.W. 114th Court, #31, Tigard, OR 97224-3310.

Robert, H.M. (1989). *Robert's rules of order, newly revised.* New York: Berkley Books.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Parliamentary Procedure

Criteria for Effective Affiliate Groups

The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions.

Affiliate Group decision-making and planning processes fully involve members.
ADP I-B-2a, I-B-3b, I-F-1a

Imagine if a group of 10 people tried to play a game such as Monopoly or Bridge without using rules! *Robert's Rules of Order* (Robert, 1989) have become the standard authority for some ground rules about how to conduct a fair, efficient, and orderly business meeting. Most Affiliate Group business meetings are informal. Sometimes decision-making progress gets bogged down, however, so it's important to know when to fall back on the formalities.

The recommendations here are based on Pohl (1992) and "The Basics of Parliamentary Procedure" written by Esther Weir. Every Affiliate Group is encouraged to keep a copy of *Robert's Rules* for use by its president and/or parliamentarian as well as committee chairs.

These are among the benefits of using parliamentary procedure:

- sticking to the rules saves time
- parliamentary procedure is a democratic way to conduct a meeting
- the process protects the rights of the majority, the minority, and individuals
- the rules are flexible
- participants gain a real sense of accomplishment

If your Affiliate Group board is unsure about how to begin, you might study one section of the rules at a time, such as how to make a motion, and then implement what you learn. A "field trip" to observe a well-conducted meeting might be a valuable experience also.

My experience in government is that
when things are noncontroversial and
beautifully coordinated,
there is not much going on.
—John F. Kennedy

How to Conduct the Meeting

Let's briefly walk through each of the items on a typical agenda to give an idea of how a meeting is conducted. The speaker is the presiding officer (president, chair), unless otherwise identified.

A quorum is necessary to legally transact your Affiliate Group's business. Your bylaws establish the number of board members needed to make a quorum; most require a majority of the members. Before calling the meeting to order, the president makes a count to determine whether the required number of board members are present. Without a quorum, the group must choose to meet on another day, adjourn, or recess and wait for other members to arrive.

- *Call to order and welcome*

  The president opens the meeting on time, sometimes by tapping a gavel to garner attention. "The meeting will now come to order. The ____________ Affiliate Group welcomes you to its (type of) meeting." Most Affiliate Groups find that the stage is set for a more inclusive meeting if board members and any guests then introduce themselves.

- ***Adoption of the agenda***

Copies of the agenda are distributed if they were not mailed in advance. After giving members time to look through the agenda, the president asks, "Are there any additions, deletions, or other changes in the agenda?" Any changes are made accordingly.

The agenda is usually adopted by consent, but may be voted upon.

- ***Approval of minutes of previous meeting***

Reading of the minutes may be done by the secretary, or may be dispensed with if copies are distributed. The president asks, "Are there any corrections?"

Corrections may be offered at this time. After making any corrections, the chair asks "Are there further corrections?"

When no further corrections are offered, the president states, "If not, the minutes stand approved as read (or corrected)." No formal motion is needed; general consent indicates approval. The secretary then initials and dates the approved minutes.

- ***Treasurer's report***

This report is usually heard at every meeting. "The treasurer's report will now be heard." After the report, the president asks, "Are there any questions?" Treasurers are encouraged to provide a written report to the secretary. No action is necessary.

- ***Standing committee reports***

Only those committees with reports are included on the agenda, usually in the order in which they are listed in the bylaws.

Routine reports may be submitted in writing. "The next item of business is standing committee reports." Recommendations may be made, but no actions are taken at this time.

- ***Special or ad hoc committee reports***

These committees are placed on the agenda in the order in which they were appointed. These reports may offer recommendations, but action is taken later in the meeting.

- ***Unfinished (not old) business***

Business pending from previous meetings may be taken up again. "The next order of business is unfinished business...." The procedure for handling motions is described in the next section.

- ***New business***

"Is there any new business?" asks the chair, at which time new matters at hand are considered.

- ***Good of the order***

Some groups include this optional item as a time in which informal observations or resolutions about the effectiveness of the organization are offered. Any action is brought up as new business in a future meeting.

- ***Announcements and/or program***

Information may be shared by board members at this time. The program may be presented at any time during the meeting to fit the presenter's schedule, but usually takes place during the meeting as action may arise from it. The president introduces the person in charge of the program, but remains in charge of the meeting throughout the program.

- ***Adjournment***

The president declares the meeting adjourned when all business is complete, or at the adjournment time.

Tips for Presidents and Committee Chairs

Presiding officers set the tone for how business are conducted. These basic recommendations will help assure that your meeting runs smoothly.

- Start on time and stick to the agenda. Make sure participants have all the information they need to make an informed decision. See that minutes are recorded and distributed.
- Know basic parliamentary rules and follow them. Seek the advice of a parliamentarian.
- Keep the meeting moving. Involve participants. Keep responses short and to the point.
- Speak clearly, and ask that others do so as well. Sum up what each speaker said.
- Insist on order, but invite constructive criticism and even disagreement. Ask questions if you disagree, but remember as the presiding officer you are neutral. If you have a comment, ask for the floor as a participant.
- Keep a low profile. Address the group as a whole in an impersonal, objective manner.
- Recommend additional study of the issue rather than proceed with aimless discussion.
- Ask for support. Clarify issues by obtaining consensus.
- At the end of the meeting, check to see if members feel the agenda was adequately covered.

Procedures for Moving Forward

When the presiding officer recognizes that there is common agreement on business or questions of no great importance, the procedure called general consent can be used to save time. No formal motion is needed to take action. The chair states, "If there is no objection, (pause) the minutes as corrected stand approved." The absence of objection indicates consent.

If a chair is in doubt about a procedure, the question is given to the group to decide by asking, "What is your pleasure?" If the question is about parliamentary procedure, the chair may be asked to express an opinion, which the president may accept or decline.

For suggestions about how to build consensus and work together as a more effective team, see the Teamwork section in Chapter 5 of this *Handbook*.

Acting on Motions

Motions are formal proposals made by a board member, and intended for the group to take a specified action, such as "I move that the Affiliate Group keep the same dues structure." Motions should be stated positively rather than negatively, as in "I move that the Affiliate Group not raise the dues."

The person making the motion must be recognized by the chair before making a motion. Motions must be seconded, except those presented by a committee. The motion is offered in writing, preferably on a form (such as the one suggested in the Agenda section of this chapter) which the secretary can use for recording purposes.

Only the chair can place a motion before the group. The president restates it and opens discussion on the pending motion. The maker of the motion has the right to speak on it first after recognition by the chair, but does not have the right to speak against the motion.

When the debate appears to be closed, the chair asks, "Are you ready for the question?" If no one objects, the chair puts the question by saying, "The question is on the adoption of the motion...."

Then the motion is stated and put to a vote by a method at the discretion of the chair. Methods of voting include:

- **By voice**— "All those in favor of the motion, say aye/yes (pause); opposed no."
- **By rising**—Used to verify inconclusive voice votes or voting on a motion that requires a two-thirds vote (such as a change in bylaws, a motion to amend or rescind something previously adopted, or if the rights of members are curtailed such as closing nominations or calling for the previous question). A count must be taken if there is any doubt about the outcome of the voting.
- **By show of hands**—An alternate to the rising vote.
- **By ballot**—Use for secrecy. This is the only time that the president may vote except in the case of a tie.

Classes of Motions

According to parliamentary procedure, only one question can be considered at a time. A main motion can be made only when no other motion is pending (stated, but not yet voted upon). It must be adopted, rejected, or disposed of by vote before any other business can be brought up.

Secondary motions, however, may be considered while the main motion is pending. The rank of motions is as follows:

1. *Main motions*

a. **Original main motion**—brings a new, substantive subject before the group to debate and take action.

b. **Incidental main motion**—brings up business related to past or future action, includes words such as *adopt* or *ratify*. Recommendations prepared by a committee at the group's request are incidental main motions.

2. *Secondary motions*

a. **Subsidiary motion**—assists the group in treating or disposing of the main motion in one of these methods

- *lay on the table*—to put it aside temporarily when something more urgent arises or more information is needed. A motion to table is not debatable because time is lost when urgency dictates otherwise.
- *previous question* calls for the pending motion to be put to vote. This requires a two-thirds vote for adoption because it curtails the rights of the group to further debate.
- *limit or extend limits of debate* allows control over the length of time of debate
- *postpone to a certain time* (postpone definitely) allows a motion to be postponed for any length of time during the meeting or to a future time
- *commit or refer* is used to give a pending question to a committee for further investigation or to put it into better condition for the assembly to consider
- *amend* allows the group to change or modify the motion to make it more acceptable
- *postpone indefinitely* kills the motion

b. **Privileged motion**—does not relate to pending business and may interrupt all other proceedings, such as a motion to adjourn, recess, or to address the rights or comfort of the board.

To bring up a privileged motion, a board member rises and addresses the chair without waiting for recognition (because there may be an emergency) and says "I rise to a question of privilege affecting the assembly" or "to a question of personal privilege."

Privileged motions are not debatable, but the president may indicate that members may vote no and thus kill the motion.

c. **Incidental motions**—arise out of a question that is pending and must be decided immediately before business can proceed. Most incidental motions are not debatable.

These are examples of incidental motions: point of order, appeal, suspension of the rules, objection to the consideration of a question, method of voting, nominations.

3. *Motions that bring a question back before the assembly*

a. **Take from the table**—when no other business is pending, a motion may be made to take a motion from the table.

b. **Rescind or amend something previously adopted, or discharge a committee**—in order when no other business is pending. Adoption requires a two-thirds vote or a majority if a notice has been given that the motion was to be called up.

c. **Reconsider**—takes precedence over any other motion and applies to action taken earlier in the same meeting. Can only be made by a member who voted on the prevailing side of the earlier motion ("yes" if it was approved, "no" if it was lost). Requires only a majority vote. The purpose of reconsidering is to correct an ill-advised action or to make use of added information.

Preparing Resolutions

Resolutions are used to state an opinion, recommend action, or express a courtesy. Resolutions all follow this format; note especially the rules regarding capitalization and punctuation:

> Whereas, ... (usually used no more than three times) A comma is used after whereas, the next word is capitalized, and a semicolon is placed at the end of each clause;
>
> Therefore, be it resolved, ... Follows the same style as "Whereas," except that the introductory words are underlined or in all capital letters;
>
> Be it further resolved, ... Continues the same style; the resolution ends with a period.

Amending

Bylaws, motions, and resolutions may be changed or modified through amendments.

Only two amendments are allowed for a motion: the primary and secondary (amendment to an amendment). To amend within a sentence, the term is to *insert*; at the end of a sentence, the term used is to *add* or *strike out*. Similarly, a group may *strike* a whole paragraph and then *substitute* if a change is needed.

The group votes on amendments first, then on the amended motion.

Conducting Elections

To ensure confidentiality and fairness, elections are conducted by paper ballot according to the procedures outlined in the Affiliate Group bylaws.

A committee of at least two people tabulates the results, and then checks the tabulation for accuracy before announcing the results of the election. For further details, see the section on Nominations and Elections in Chapter 1 of this *Handbook*.

Going Into Executive Session

Boards may opt to go into executive session in order to discuss confidential business such as personnel matters. Officers, voting members, and ex officio members may attend. Minutes must be taken, but are only approved in executive session. All persons attending are bound to keep the proceedings secret.

For Further Information

Avery, M., et al. (1981). *Building united judgment: A handbook for consensus decision making*. Madison, WI: The Center for Conflict Resolution.

BarCharts Inc. (1998). *Parliamentary procedure: Based on the principles of Robert's rules of order*. Boca Raton, FL: Author.

Kayser, T.A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group* (2nd ed.). Burr Ridge, IL: Irwin Professional Publishing.

Maddux, R.B. (1992). *Team building: An exercise in leadership*. Menlo Park, CA: Crisp Publications.

NAEYC. *How to be an effective board member* (Cassette Recording).

Pohl, A.N. (no date.). *Boards and committees: A handbook on parliamentary procedures*. Parlie Publications, 15525 S.W. 114th Court, #31, Tigard, OR 97224-3310.

Pohl, A. (1992). *The organization secretary's handbook*. Parlie Publications, 15525 S.W. 114th Court, #31, Tigard, OR 97224-3310.

Reeves, C. (1988). *Managing meetings*. Bozenkill Road, P.O. Box 55, Altamont, NY 12009: DeLoayza Associates.

Robert, H.M. (1989). *Robert's rules of order, newly revised*. New York: Berkley Books.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Facilitating Productive Meetings

Criteria for Effective Affiliate Groups

Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.

An ample, convenient variety of networking opportunities for members is available through the Affiliate Group.

Members are offered ample opportunities to engage in in-depth professional improvement activities.

Affiliate Groups are committed to sustaining professional development for all those who pursue careers in early childhood education.

Affiliate Groups are committed to ensuring culturally appropriate and antibias environments and practices in programs for young children.

Affiliate Groups are committed to ensuring inclusive practices for children with diverse abilities in programs for young children.

—ADP I-E-2a, I-E-2b, II-A-1b, II-A-2a, II-B-2a, II-C-1c, II-C-1d

Group work—in Committees, Boards, or Task Groups—frequently requires consensus building. We've all participated in positive, and negative, group decision-making experiences. There are a variety of principles that contribute to positive group work, as well as pitfalls to avoid. Before chairing a committee, board, or task group meeting, develop a list of guidelines to follow.

> You may not be interested in strategy, but
> strategy is interested in you.
> —Leon Trotsky

Principles of Positive Group Work

1. Establish mutual understanding about the task

Prepare a clear statement of the task at hand, specifying if a *decision is required* (and if so, within what timeline) or if the purpose of the discussion is *exploration to guide future directions.*

Examples of tasks:

- Develop policies for a new project
- Prioritize budget requests in order to make decisions about how to allocate limited funds
- Brainstorm ideas for ways to increase participation among under-represented groups

What are you trying to achieve? *Clarity* among all group members about the task, and the reason it is important to give time and attention to it.

What are you trying to avoid? *Confusion and frustration* far into a discussion can often be traced back to group members' different perceptions about the task at hand because the leader assumed that others would understand the task in the way she did.

Frustration and anger among group members because their time has been wasted on an "empty" assignment—i.e., the decision has already been made, or time was devoted to an issue that has little importance, while some highly relevant issues were left untouched.

2. Facilitate participation

Evaluate the composition of the group and the task at hand to determine the best approach to obtain perceptions and ideas for solutions from all members of the group. With some groups and tasks, you may want to construct an exercise that encourages everyone to think and/or work independently prior to sharing their thoughts with the group. For other groups and tasks, this type of exercise is not necessary and you can jump right into an open group discussion and achieve the same results.

Examples of ways to increase participation:
- Ranking, or prioritization, exercise (colored dots, weighted voting, or other strategies)
- Rating exercises (using categories such as successfully met, partially met, not met)
- Case study (a what if/how would you? exercise)
- Brainstorming
- Unstructured discussion

What are you trying to achieve? A group *climate* that conveys that diversity of opinions and perceptions are valued and desired.

Group construction of the many possible *perceptions and variables* that relate to the topic at hand, prior to focusing on the best solutions.

Decisions and future directions for your group that are dynamic, creative, and refreshing, because they have evolved from the views, needs, and perceptions of a variety of people.

What are you trying to avoid? *Domination* by one or two vocal people who promote their perceptions and solutions and create an atmosphere that suggests there is no interest in hearing ideas from others, especially if they are different.

Participants concluding that their perceptions are not valued, or that they are being asked to work on a decision that is already made or is relatively unimportant. Such conclusions lead group members to decide that attending the meeting was a waste of their time, and may prevent them from participating in the future.

Leadership acts have five essential characteristics
- challenge the process
- inspire a shared vision
- enable others to act
- model the way
- encourage the way

3. Facilitate group construction of rationales

Identify trends or opposites from the shared information and ask the group to construct rationales (e.g., for and against or strengths and weaknesses) that can be assigned to the various conclusions or solutions.

Examples of rationale construction techniques:
- Select some of the highest ranked items and solicit justifications, pros/cons, strengths/weaknesses, reasons for/reasons against, for each
- Compare a high-rated with a low- rated item and solicit rationales for selecting either one. Contrasts sometimes bring clarity to thinking.

What are you trying to achieve? *Group thinking* about the reasons for or against the prominent/majority conclusions or solutions.

Problem-solving that focuses on issues, information, projections, and other decisions made for the good of the organization, rather than being unduly influenced by the personalities promoting a specific point of view.

Group "buy-in" to the solutions that members will help to implement.

What are you trying to avoid? *Subjective decision making* that is unduly influenced by personalities promoting a specific point of view.

Decisions that are not developed by, and thus not "owned" by, the group who needs to implement them.

4. Evaluate the group's positions and attitudes

One of the most critical roles that a leader has is to read the group's perspectives and make a judgment about whether or not the group is ready to make, and constructively support, a decision, or if more time, debate, and/or information is needed. Responsible leaders use their perceptions to determine the next action steps—test consensus, ask for a motion, or announce a plan for further study, for example.

Examples of leadership:

- The rationale-building work appears to have brought the group to consensus about the best conclusions and/or solutions. Thus, the leader summarizes this observation and asks for confirmation.
- The leader concludes that the majority of the group is ready to support a particular conclusion/solution and asks if someone is ready to move a motion. Possible reasons for a leader to call for a vote rather than test mutual consensus include:

    1) she senses a few objectors to the majority opinion and feels it is important to give them a chance to register their opinion, thus acknowledging and respecting their points of view rather than acting as if there is full consensus; or

    2) the decision has implications for future work and the leader feels it needs to be duly recorded with an official vote

- The leader concludes that the group is not ready to make a decision and moves the discussion to listing additional information that is needed to take their thinking to the next level. She states a plan for collecting this information and, when appropriate, assigns tasks to subgroups.
- The leader concludes that there has been a thorough investigation and discussion, and although she isn't certain what the outcome of the vote will be, there is no value in continuing to debate, or investigate, the issue. Thus, she asks for someone to move a motion so the group can go on to other agenda items.

What are you trying to achieve? Decision-making for the good of the organization that is done in a *fair, respectful, thorough, yet efficient and economical* manner.

What are you trying to avoid? *Decision-making that is not thorough, thoughtful, or in the best interests of the organization.* Decisions that were influenced for the good of individuals or other groups. Decisions that will not be supported and implemented by the group. A decision-making process that group members will view as unfair.

Seven Practices of Facilitative Leadership

- Celebrate accomplishment
- Share an inspiring vision
- Focus on results, process, relationships
- Seek maximum appropriate involvement
- Design pathways to action
- Facilitate agreement
- Coach for performance

Copyright © 1997, Interaction Associates LLC.

Planning an Effective Retreat

An Affiliate Group planning retreat typically involves the entire board and any staff. It can be 1 to 2 days in length, and sometimes a facilitator is enlisted to help structure the process. To ensure that participants focus wholly on the issues at hand and are not distracted by interruptions, retreats are usually held on weekends away from the workplace. A well-planned and -managed retreat can enhance the group's strategic planning process.

A planning retreat is a valuable opportunity for different elements of an organization to work together in defining the organization's future. The event can be a combination of small- and large-group activities and discussions. Small groups are effective for extensive discussion and consensus building. Large groups work well for reporting on small-group activities, as well as for brief discussions and final decision making.

Benefits of effective retreats

Encouraging creativity—in group situations, people tend to stimulate each other to think beyond traditional boundaries
Team building for the organization—when people know each other better (personalities, work styles, methods of communicating) they work together more efficiently
Building a foundation of common understanding—all participants hear the same information and messages

Drawbacks of retreats

Consumption of critical resources—retreats take a considerable amount of planning as well as cash and time
Results driven—if issues are not identified, discussed, and resolved, participants feel that the process is an ineffective use of time and resources

When to schedule a retreat?

Organizations can hold retreats at any time during the planning process, but the most common times are at the beginning or end of the year.

Early in the year, an Affiliate Group may wish to orient new leaders to their positions or to bring in outside speakers on important strategic issues (i.e., collaboration opportunities, duplication of services, membership needs).

At the end of a year, a retreat can be a means to summarize the planning process and be used as a communication tool for board and staff. A retreat, however, should not be used in place of routine communication. Use the retreat to recognize volunteer commitment and contributions and to achieve closure.

Note: Adapted from *Strategic Planning FAQ #15,* 1998, Alliance for Nonprofit Management.

For Further Information

Alliance for Nonprofit Management. (1998). *Strategic planning, FAQ #15.* 1899 L St., N.W., 6th Floor, Washington, DC 20036, (202) 955-8406, www.allianceonline.org: Alliance for Nonprofit Management.

Baker, W. (1994). *The seven norms of collaborative work.* 720 Grizzly Peak Blvd., Berkeley, CA 94708: Group Dynamics Associates.

Garmston, R., & Wellman, B. (1998). *The adaptive school: Developing and facilitating collaborative groups* (3rd ed.). Norwood, MA: Christopher-Gordon.

Interaction Associates LLC, Interaction Institute for Social Change, 20 University Rd., 4th Floor, Cambridge, MA 02138. (617) 234-2700

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: National Center for Nonprofit Boards.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Identifying Leaders

Criteria for Effective Affiliate Groups

The Affiliate Group facilitates diversity, continuity, and stability in leadership through professional development efforts in training, advocacy, and organizational development skills.

Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

ADP I-F-1, I-F-1b

Identify Potential Leaders

Every Affiliate Group member is a potential leader, so leadership development begins with membership recruitment. It reaches a peak during the nominations process. All through the process, seek to involve people with diverse backgrounds and work experiences with young children and their families.

Find out about individual interests and skills, and then seek ways to involve new members immediately in Affiliate Group governance and program activities. Working in small groups or in pairs with more experienced members builds a sense of ownership within the organization and presents an effective way for current leaders to spot and nurture new talent.

Characteristics of Principle-Centered Leaders

- They are continually learning
- They are service-oriented
- They radiate positive energy
- They believe in other people
- They lead balanced lives
- They see life as an adventure
- They are synergistic
- They exercise for self-renewal

(Covey, 1991)

A Sure-Fire Way to Find Leaders?

Make certain every member is actively involved from the moment she or he joins! Point out that board service is a fabulous learning experience!

Rely on the strength of your Affiliate Group structure, especially committees, to continually build a pool of qualified candidates for leadership positions. Here are some suggestions on how to maximize your Affiliate Group's basic operations (see Chapter 1 of the *NAEYC Affiliate Group Handbook*) in order to develop your leadership pool:

- keep all members focused on accomplishing the Affiliate Group mission
- constantly regenerate a sense of ownership in your mission
- make sure bylaws are flexible to accommodate a growing organization
- build in a variety of strong committees within your organizational structure
- ask new and renewing members what they want to do
- identify leaders in the community/state and recruit them
- involve new members immediately as active participants on committees
- appoint committees that reflect the organization's commitment to inclusiveness
- use co-chairs to give more members leadership experience
- when recruiting, point out that leadership skills apply in work settings as well as the Affiliate Group

- orient all committee members to their tasks
- assign mentors to new leaders
- explain background materials such as balance sheets
- overlap committee meetings and appointments so new members can learn from experienced volunteers
- see that committee chairs are familiar with, and have the resources to carry out, their jobs
- assure that officers maintain communication with their cluster of assigned committees

Findings gathered during an organizational self-study such as the Association Development Process—using the Inclusiveness Planning Tool, the Member Survey, and Affiliate Group Leader Interview—contain a wealth of information about an Affiliate Group's leadership resources, strengths, and challenges.

Capitalize upon these results to develop strategies to expand the local and state leadership pools. A strong commitment to leadership inclusiveness spills over into every Affiliate Group activity.

Reconceptualize *Leadership*

Many leadership roles in early childhood are shared—professionals in the field seem especially adept at teamwork and building coalitions. People who are pressed for time and energy may be more interested in a key role if your Affiliate Group views leadership as a continuum (Kagan, 1994). How might your organizational structure incorporate this more flexible approach?

Continuum of Leadership (Kagan, 1994)

Sole leadership	*Supported leadership*	*Dual leadership*	*Shared leadership*
One person is the real and titular leader.	The recognized leader regularly seeks and uses guidance from other sources.	Leadership is shared by two formal or informal recognized leaders.	Leadership is shared among the persons and groups in the collaboration.

Ways to Achieve Inclusiveness

Consider these and other possibilities to achieve inclusiveness among Affiliate Group leaders:

- Sustain a commitment to a culture of inclusiveness within the general membership
- Provide diversity training for leaders—welcome the healthy tension that often accompanies inclusiveness
- Pinpoint the areas for improving inclusiveness in your Affiliate (see the tool in this chapter)
- Establish an at-large category of board membership to achieve a greater mix of people from within the community/state; ask constituent groups to appoint their own representatives; nurture relationships
- Charge the nominations and elections committee to identify diverse candidates
- Ask members, especially those within target populations, for recommendations
- Advertise positions in your Affiliate Group newsletter
- Post openings in public places such as college bulletin boards or Head Start offices
- Distribute candidate applications at Affiliate Group events
- Spread information about position openings through word of mouth
- Actively recruit qualified candidates—members and nonmembers—through personal contacts; ask nonmembers to serve initially as advisors to the board

Your Affiliate Group may want to prepare a Leadership Profile form such as this sample suggested by Jennifer Rutledge of Delphi Consulting Group, Inc., to help identify potential leaders within and beyond your membership.

Sample
Affiliate Group Leadership Profile

Every early childhood educator is a leader! This worksheet can help your Affiliate Group identify the strengths of your current leadership and desired characteristics of candidates for future boards and committees. Individuals or the Nominations and Elections Committee may adapt this form to fit the Affiliate Group's needs. This profile is based on the Inclusiveness Planning Tool and the Member Survey.

1. Check ✔ each characteristic that is filled by one or more current members of the group being profiled. If you have more than eight people (one person for each numbered column), make additional copies of this form.
2. Ask potential candidates to complete a profile for themselves.
3. Identify the areas of expertise and other characteristics that are still needed to round out your Affiliate Group board and committees. Seek qualified candidates to fill perceived gaps.

Areas to Consider ***Incumbent Board/Committee Members for*** ___________
year

Professional Expertise	1	2	3	4	5	6	7	8
Organizational Skills								
Financial management	___	___	___	___	___	___	___	___
Marketing	___	___	___	___	___	___	___	___
Strategic planning	___	___	___	___	___	___	___	___
Membership development	___	___	___	___	___	___	___	___
Leadership development	___	___	___	___	___	___	___	___
Program planning	___	___	___	___	___	___	___	___
Publications	___	___	___	___	___	___	___	___
Public policy/education	___	___	___	___	___	___	___	___
Professional Focus								
Programs for children								
infant/toddler	___	___	___	___	___	___	___	___
preschool	___	___	___	___	___	___	___	___
kindergarten/primary	___	___	___	___	___	___	___	___
school-age	___	___	___	___	___	___	___	___
special education	___	___	___	___	___	___	___	___
Programs for families								
high school	___	___	___	___	___	___	___	___
adults	___	___	___	___	___	___	___	___
Professional preparation	___	___	___	___	___	___	___	___
Other (e.g. licensing/retired)	___	___	___	___	___	___	___	___

Professional Expertise	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Work Setting								
Campus-based program	____	____	____	____	____	____	____	____
Child's home	____	____	____	____	____	____	____	____
Early intervention program	____	____	____	____	____	____	____	____
Employer-assisted program	____	____	____	____	____	____	____	____
Family child care	____	____	____	____	____	____	____	____
Head Start	____	____	____	____	____	____	____	____
Hospital	____	____	____	____	____	____	____	____
Military program	____	____	____	____	____	____	____	____
Private for-profit	____	____	____	____	____	____	____	____
Private nonprofit	____	____	____	____	____	____	____	____
Public school	____	____	____	____	____	____	____	____
Religious-sponsored	____	____	____	____	____	____	____	____
Other (government/health care)	____	____	____	____	____	____	____	____

Personal Characteristics								
Age Range								
18 to 24	____	____	____	____	____	____	____	____
25 to 34	____	____	____	____	____	____	____	____
35 to 44	____	____	____	____	____	____	____	____
45 to 54	____	____	____	____	____	____	____	____
55 to 64	____	____	____	____	____	____	____	____
65 or older	____	____	____	____	____	____	____	____
Gender								
Female	____	____	____	____	____	____	____	____
Male	____	____	____	____	____	____	____	____
Ethnic Group								
African American	____	____	____	____	____	____	____	____
Asian American	____	____	____	____	____	____	____	____
EuroAmerican/Caucasian	____	____	____	____	____	____	____	____
Hispanic/Latino American	____	____	____	____	____	____	____	____
Native American	____	____	____	____	____	____	____	____
Other	____	____	____	____	____	____	____	____
Geographic Location								
City	____	____	____	____	____	____	____	____
Suburban	____	____	____	____	____	____	____	____
Rural	____	____	____	____	____	____	____	____
State	____	____	____	____	____	____	____	____
Regional	____	____	____	____	____	____	____	____
National	____	____	____	____	____	____	____	____
International	____	____	____	____	____	____	____	____

The very essence of leadership
is that you have to have vision.
You can't blow an uncertain trumpet.
—Theodore Hesburgh

Pointers for Recruiting and Retaining An Inclusive Board

1. Be prepared to devote time, attention, and consistent effort to board recruitment and retention.

2. Be honest in discussing the issues.

3. Look to build relationships that foster trust and alliances.

4. Look for skills as well as attributes in prospective board members.

5. Engage new board members in meaningful activities based on their skills, talents, and interests.

6. Follow sound board development practices to create a positive working climate for *all* board members.

(Rutledge, 1994, p. 29)

For Further Information

Covey, S.R. (1991). *Principle-centered leadership.* New York: Simon & Schuster.

Johnson, J., & McCracken, J.B. (Eds.) (1994). *The early childhood career lattice: Perspectives on professional development.* Washington, DC: NAEYC.

Kagan, S.L. (1994, July). Leadership: Rethinking it—Making it happen. *Young Children, 49*(5), 50-54.

Kagan, S.L., & Bowman, B.T. (Eds.). (1997). *Leadership in early care and education.* Washington, DC: NAEYC.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

NAEYC Leadership Conference

National Black Child Development Institute. (1994, May). Constraints and opportunities for African American leadership in early childhood education. *Young Children, 49*(4), 32-36.

Nelson, J. (1995) *Six keys to recruiting, orienting, and involving.* Washington, DC: National Center for Nonprofit Boards.

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: National Center for Nonprofit Boards.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Leadership Development

Criteria for Effective Affiliate Groups

The Affiliate Group facilitates diversity, continuity, and stability in leadership through professional development efforts in training, advocacy, and organizational development skills.

Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

Experienced leaders are encouraged to continue their involvement in local, state, regional, and national governance, professional development, and public information efforts.
—ADP I-F-1, I-F-1b, I-F-1c

Leadership development is a continuous process for Affiliate Groups. A policy such as this one will help ensure an emphasis on leadership development:

■■■■■■■
Sample Policy

Leadership Development

The ______ AEYC seeks to identify and prepare potential leaders for increasingly responsible positions within the community, state, regional, and national governance structure.

The Inclusiveness Planning Tool, found earlier in this chapter, will help you pinpoint groups and individuals that could be reached by concentrated leadership development efforts. Feedback from the Affiliate Group Leader Interview, found later in this chapter, may be especially useful in choosing strategies to upgrade the ways leadership skills are developed.

> Retaining diverse board members
> is the test of how well the organization is
> living up to its commitment to inclusiveness.
> — Jennifer M. Rutledge

Nurture Leadership Skills

Committee assignments, Affiliate Group events, and all communications with members are opportunities to build leadership competencies. These are some ways that groups find especially effective to cultivate the skills of the entire organizational leadership:

- **offer increasingly responsible leadership positions**—seek new ways to make the most of talents; develop people's interests
- **orient leaders at every step**—with each new responsibility, assure that leaders have the information necessary to carry out duties of the office: overlap meeting attendance of experienced and new leaders; offer annual training on the organization's mission, goals, structure, processes; offer annual leadership training
- **set up a mentoring or coaching system**—experienced office holders, committee chairs, and long-time members can become partners with emerging leaders. What a great way to assure continuity and extend Affiliate Group and individual capacity. Match compatible protégés and mentors.
- **establish leadership scholarships**—encourage members to pursue their knowledge and skills in areas such as team

building, organizational functioning, parliamentary procedure, finance, and advocacy

- **evaluate leadership effectiveness**—each year assess the organization's competence, make changes accordingly
- **encourage networking with other Affiliate Group leaders**—urge leaders to attend state meetings and NAEYC's Leadership Conference

Safe Practices for
Recruiting and Supervising Volunteers

To effectively recruit volunteers
- Develop thorough screening policies and procedures.
- Incorporate reference and background checks as appropriate.
- Adopt privacy policies.
- Provide new volunteers with a substantive orientation.

To effectively supervise volunteers
- Provide clear expectations of performance
- Provide appropriate skills and safety training.
- Provide procedures for reporting problems or suggesting changes.
- Supervise volunteers carefully.

Note: From *Mission Accomplished: A Practical Guide to Risk Management for Nonprofits*, 1997. Washington, DC: Nonprofit Risk Management Center. Copyright © 1997 by Nonprofit Risk Management Center. Adapted with permission.

> Leadership appears to be the art of getting others to want to do something that you are convinced should be done.
> —Vance Packard

Establish a Mentoring System

Mentoring is an especially effective way to give a personal touch to leadership development. Mentoring relationships have these characteristics in common:

- mutual respect
- potential to transmit knowledge, attitudes, and skills
- high regard for potential to achieve successful performance
- support, guidance, and assistance to allay overwhelming anxiety and/or reduce frustration
- generosity of spirit to share knowledge and experience (Robertson, 1992)

Mentoring has many benefits, both to the protégé and to the member:

Benefits to the protégé include self-awareness and personal growth, professional development, problem-solving skills, new knowledge, better theoretical foundation, leadership development, team-building approaches, systems awareness, political savvy, career development, affirmation of current skills, and support to achieve individual goals.

Benefits to the mentor include self-awareness and personal growth, professional development, problem-solving refinement, application/refinement of knowledge, stimulation of research questions, transferable teaching skills, team-building approaches, systems strategy development, political strategy development, and creativity and nurturance of others (Robertson, 1992, p. 2).

An effective leader...
- Enables people to work together productively and in a timely manner.
- Is prepared to tackle the unexpected.
- Taps into people's self-motivation and abilities.
- Creates opportunities and solves dilemmas at all hours.
- Enjoys working with people and places their needs—not the task—first.
- Builds on Affiliate Group resources—such as the ADP self-study tools—to stimulate organizational growth.

Ways to *Recognize Leaders*

JP O'Connor, a management consultant, offers these suggestions to motivate and recognize volunteers.

1. Set volunteers up for success. Define each position's qualifications. Assign a "talent scout" to committees to identify new leaders.

2. Orient leaders. Update everyone annually. Discuss factors that affect the organization. Introduce all the players. Encourage questions.

3. Have clear performance expectations. Provide guidelines on requirements. With standards, volunteers can measure the success of their contributions.

4. Provide necessary resources. Provide volunteers with tools and support to accomplish their goals. Be realistic in making assignments.

5. Respect volunteer time. Hold only necessary meetings. Start and end on time. Set realistic deadlines and establish communications systems.

6. Have a back up. Always have a Plan B for every assignment.

7. Demonstrate thanks along the way. Say thank you throughout the year. Recognize people's accomplishments at meetings. Publish kudos. Take photos to send with thank yous. Do team-building refreshers. Give high achievers a complimentary lunch or a new book on volunteerism. Show you care!

Adapted from "Recognize your volunteers with more than a plaque" by JP O'Connor. Reprinted with permission from *Association Trends* (301)652-8666.

For Further Information

Block, P. (1987). *The empowered manager: Positive political skills at work.* San Francisco: Jossey-Bass.

Covey, S.R. (1992). *Principle-centered leadership.* New York: Simon & Schuster.

Elder, J.O. (1994). *Collaborative working relationships: An interactive program to prepare people for successful collaborative efforts.* Minneapolis: Carlson Learning Co.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

NAEYC Leadership Conference

Nonprofit Risk Management Center. (1997). *Mission accomplished: A practical guide to risk management for nonprofits.* Washington, DC: Author.

Nonprofit Risk Management Center, 1001 Connecticut Ave., N.W., Suite 900, Washington, DC 20036-5504. (202) 785-3891, fax (202) 833-5747

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Robertson, S. (1992). *Find a mentor or be one.* Rockville, MD: American Occupational Therapy Association.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Orientation

Criterion for Effective Affiliate Groups

All incoming officers, board members, and committee chairs are oriented to the organization's mission and structure and their responsibilities.
—ADP I-B-2f

Orientation is crucial to assure that Affiliate Group officers and committee chairs have a complete picture of the status of the organization and how they contribute to its success. New volunteers are usually eager to get involved! A policy on orientation establishes a commitment to this valuable learning process and assures continuity in governance.

■■■■■■■

Sample Policy

Leadership Orientation

The __________ AEYC orients all incoming officers, board members, and committee chairs to the organization's mission and structure and their responsibilities.

Invite newly-elected board and committee members to observe an Affiliate Group business meeting as soon as possible after their election. Experienced board and committee members are ideal mentors in assuring a smooth transition of leadership. The orientation meeting establishes a constructive, congenial atmosphere for conducting future business. It also offers a well-timed opportunity to reaffirm the Affiliate Group's commitment to its mission and to diversity.

Indicators about the effectiveness of current orientation procedures, and ideas for improvement, may be contained in the leader comments expressed on the Affiliate Group Leader Interview.

Distribute *Leader Guides*

Affiliate Group *Leader Guides* serve as an important link between the organization's past and its future. The contents of these handbooks include key Affiliate Group documents such as

- mission statement
- bylaws
- policies and procedures
- job descriptions
- annual business and event calendar
- budget
- Action Plan
- minutes of meetings from the past 2 years
- contact information for all Affiliate Group leaders

Leader Guides are passed along from previous office holders and committee chairs to their successors before or at orientation. These guides are described at length in Chapter 1 of the *NAEYC Affiliate Group Handbook*. When each leader is clear about her or his function, the group is well on its way to forming a cohesive governing body.

Make Orientation an Ongoing Process

Orientation continues at the first meeting in which new officers and board members assume their positions. Experienced leaders also benefit when they review with newcomers how the Affiliate Group functions. Ensure full participation by including everyone on the agenda.

Some Affiliate Groups set aside a weekend day or half day for a leadership retreat for incoming and outgoing board and committee members. Others hold a leadership breakfast during a conference or prior to a regular business meeting. Smaller groups might meet over dinner for an evening.

Adapt the sample agenda (found on the next page) to meet your Affiliate Group needs. Assure that each incoming board member and committee chair has a thorough understanding of how her or his new role relates to the Affiliate Group's mission. Motivation, energy, and commitment are high—now is the time to capture and build on them!

Smooth the Transition

Social opportunities are an important part of the orientation process and every board meeting. Informal communication reduces the sense of isolation that incoming members feel and promotes group ownership.

Mentoring maintains continuity within the organization and increases the potential to personalize the orientation process. Information on mentoring is found in the Leadership Development section of this *Handbook*.

In addition to acting as mentors, outgoing board members and committee chairs are encouraged to advise and participate, especially in events for which they previously were responsible, such as Week of the Young Child, fundraising, and membership recruitment. Now is the time to maintain ties and continue to benefit from the expertise that the Affiliate Group nurtures!

Provide each board and committee member with a copy of the Affiliate Group's Annual Business and Event Calendar. Adapt the sample calendar at the end of this section to fit your bylaws and membership year.

Follow through with new leaders as well to make sure their questions are answered and they see themselves as part of the larger picture. Evaluate the orientation procedures and the first few months in office. Ask how the experience might be improved for newcomers. Fill the gaps immediately.

For Further Information

Dalsimer, J.P. (1991). *Understanding nonprofit financial statements: A primer for board members.* Washington, DC: National Center for Nonprofit Boards.

NAEYC. *How to be an effective board member* (audio tape)

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Robertson, S. (1992). *Find a mentor or be one.* Rockville, MD: American Occupational Therapy Association.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample
Governing Board Orientation Agenda

Time	Activity	Person(s) Responsible
8:00 am	Welcome	President
8:05	Introductions	All
8:15	Our Affiliate Group—mission, structure, bylaws	Vice-President/Vice-President Organization Development
8:30	History and accomplishments	History/Archives Committee
8:45	Finances, how to read financial reports	Treasurer
9:15	Break	Public Information/Organization Relations Committee
9:30	Review of policies and procedures	President
10:00	Roles and responsibilities discussion with incoming officer/chair	Outgoing officers and committee chairs
10:15	Action Plan and Annual Calendar	Vice-President/Vice-President Public Policy/Education
10:45	Review work in progress and qualifications for committee appointments with incoming board member/committee chair	Outgoing officers and committee chairs
11:30	Review and questions on *Leader Guide* and parliamentary procedure	President, Secretary, staff
noon	Lunch and networking	All

Sample Annual Business and Event Calendar

(adapt to fit your Affiliate Group's bylaws, structure, and membership year)

January—Professional and Organizational Development

- January 1—new membership year begins
- Committee reports
- Program featuring professional development

February—Midyear Assessment

- Committee reports
- Every 2 years, evaluate status of standing committees
- WOYC planning—order materials
- Evaluation of progress/meetings

March—Prepare for Elections

- Committee reports, including presentation of slate by Nominations and Elections Committee
- Newsletter announces annual membership meeting in May
- Last-minute WOYC plans

April—WOYC

- Committee reports
- NAEYC Leadership Conference
- WOYC proclamation, fairs

May—Membership Meeting

- Committee reports
- Evaluate WOYC, book dates for next year
- Set dues for next membership year, send information to NAEYC
- Elect board, report officer information to NAEYC
- Encourage voting in NAEYC elections

June—Celebrate Accomplishments

- Committee year-end reports/evaluations
- Review progress toward mission
- National Institute for Early Childhood Professional Development Conference

August/September—Organization & Orientation of Leaders

- Orient new board members, distribute *Leader Guide*
- Reaffirm/revise mission statement and organizational structure
- Establish annual calendar based on mission statement— business, meeting dates and locations, programs, events
- Adopt annual budget including fundraising strategies—Finance Committee
- Appoint new standing committees—Nominations and Elections, Finance, Delegate to state/regional AEYC, Membership, WOYC, Public Information, Program, Newsletter, Public Policy—and ad hoc committees as needed
- Adopt plan to retain and recruit members—Membership Chair

October—Focus on Membership

- Committee reports
- Adopt program plans for year—Program Chair
- Update phone tree

November—Public Policy Issues

- Committee reports
- Discuss election issues, encourage voting in local/national government elections
- NAEYC Annual Conference

Time Management for Volunteers

Criteria for Effective Affiliate Groups

Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.

An ample, convenient variety of networking opportunities for members is available through the Affiliate Group.

Members are offered ample opportunities to engage in in-depth professional improvement activities.

Affiliate Groups are committed to sustaining professional development for all those who pursue careers in early childhood education.

Affiliate Groups are committed to ensuring culturally appropriate and antibias environments and practices in programs for young children.

Affiliate Groups are committed to ensuring inclusive practices for children with diverse abilities in programs for young children.

—ADP I-E-2a, I-E-2b, II-A-1b, II-A-2a, II-B-2a, II-C-1c, II-C-1d

All volunteer leaders know that time can't really be managed. What you can do, says Alec Mackenzie, author of *The Time Trap* (1998) is manage yourself in relation to time. He offers these ideas to help you accomplish this.

Challenge: Consider that you may waste time because you don't have enough interest in the task.
Strategy: Ask for a more challenging assignment. Volunteer for a special project or another Affiliate Group committee. The feeling of accomplishment you get there could energize your work.

Challenge: Resist stepping in when other who can easily do their jobs fail to do so.
Strategy: Keep a small card in your purse/wallet that says: "Their work is their responsibility." When you feel the takeover urge, look at the card.

Challenge: Meeting too many deadlines.
Strategy: Respond to unreasonable deadlines by tactfully reminding those making the deadlines of all the projects you're working on and that they're *their* priorities. Then ask that individual to help you decide where the new requests should fall on the priority list.

Challenge: Too many demands for your time.
Strategy: Begin saying "No"—politely and firmly—to requests from those who try to take advantage of you. A good example is, "Thanks for the honor, but I have to decline."

> There are no secrets to success:
> Don't waste time looking for them.
> Success is the result of perfection, hard work,
> learning from failure,
> loyalty to those for whom you work,
> and persistence.
> —Colin Powell

Challenge: Too many meetings.
Strategy: Head off "meeting-happy" board members. If someone calls you and suggests a meeting, ask something such as, "Can't we just take care of it now on the phone?" If the same request is made in person, say "We're here now. Let's just deal with it."

Challenge: Predicting how long a task will take.
Strategy: Record what you learn about setting deadlines on each project you handle. The next time you face a similar project, review those records before you start. The records are also helpful transition tools when orienting the next project leader to the task.

Note. Adapted from "You Can Avoid the Time Trap," 1998, *Communications Briefings,* p. 7. Copyright © 1998 by *Communications Briefings.* Reprinted by permission.

For Further Information

Mackenzie, A. (1998). *The time trap* (3rd ed.). 1601 Broadway, New York, NY 10019: AMACOM.

You can avoid the time trap. *Communications Briefings* (1998, February), p. 7. 1101 King St., Suite 100, Alexandria, VA 22314, (800) 888-2084.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Reporting Procedures

Criteria for Effective Affiliate Groups

The Affiliate Group handles new and renewal memberships efficiently so members receive benefits in a timely manner.

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

—ADP I-A-3, I-G

National contacts with and services to members—everything from mailing of *Young Children* to sending Leadership Conference information—can only be as accurate and timely as the information NAEYC and state and regional groups have about Affiliate Group members. Results from the Member Survey are one source of feedback about how well communication is flowing.

Systems are in place to facilitate information exchange and membership involvement. Make sure your Affiliate Group leaders are aware of the possibilities by adopting a policy to ensure networking and collaboration!

■■■■■■■■

Sample Policy

Networking With NAEYC

The ______ AEYC, an Affiliate Group of the National Association for the Education of Young Children, will fulfill all its obligations to that body by retaining the minimum number of members, submitting accurate and timely reports, encouraging contacts with board members, seeking support from the state and/or regional Affiliate Group, and encouraging participation in NAEYC elections.

Affiliate Groups submit only the most vital information to the national office. Forms are provided for all reports except bylaws. All reports except membership (because a check must be submitted as well) may be faxed to (202) 328-1846. Be sure to keep a copy of every item for the Affiliate Group records.

The records listed in the box on Affiliate Group Reports (next page) make it possible to facilitate communication among all NAEYC levels. Accurate, timely reporting is essential to the smooth functioning of the entire network. Decisions about Affiliate Group membership dues structures and membership chairs, for example, must be made far enough in advance that up-to-date information can be included on the renewal notices that NAEYC sends to each member.

For Further Information

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Affiliate Group Reports to NAEYC

Affiliate Group Information	Submitted By	Date Due to NAEYC
Dues structure for coming year	Membership Chair	June 1
*Officer contacts	President	Two months prior to change in officers
Member list, change of address, and national dues	Membership Chair	Within 10 days of receipt
Bylaws	Secretary	Upon affiliation and whenever revised
ADP Tools *Action Plan Summary *Feedback Form Evaluation of ADP	Board	Upon completion of ADP
*Action Plan	Board	After adoption

*Copies of these documents are also sent to state and regional Affiliate Groups, if any.

Contacts With NAEYC Board Members

Criteria for Effective Affiliate Groups

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

Frequent personal contacts maintain links among members, Affiliate Groups, and NAEYC.

—ADP I-G, I-G-1c

NAEYC Governing Board members value opportunities to exchange information and ideas with leaders of NAEYC Affiliate Groups and Advisory Panels. For insights into whether your Affiliate Group's members and leaders are involved in this process, review the results of the Member Survey and the Affiliate Group Leader Interview described later in this chapter.

The size of our organization—more than 103,000 members and growing—makes it essential for NAEYC leaders to give the national office feedback about member needs, interests, and responses to our organization's programs and services. In turn, NAEYC leaders can convey information to members to supplement written communications.

> The future belongs to those who
> plan purposefully,
> prepare persistently,
> risk adventurously, and
> work enthusiastically.
> —William A. Ward

These are the primary mechanisms employed to encourage information exchange:

Leadership Conference

This entire conference—with no registration fee for leaders of Affiliate Groups—is designed to facilitate the exchange of information among NAEYC leaders, board, and staff members. It is held each spring.

Surveys and mailings

Leaders of Affiliate Groups receive mailings targeted to their areas of responsibility. Mailings often solicit feedback on new initiatives or proposed policies while they are in the formative stage. Take responsibility to record your opinion and encourage other leaders to do so.

Young Children

Each issue of NAEYC's journal includes a section for NAEYC Business. Information about governing board candidates, meetings, and minutes; MAG applications, and other Association announcements are published on the colorful center pages of the journal.

Annual business meeting

Each year at the national conference held in the late fall, NAEYC holds its annual business meeting. The meeting is structured both to present and receive information and also includes small group discussion opportunities with board members.

NAEYC Advisory Panels

Every Advisory Panel has at least one board member who serves in the role of liaison. The board member is charged with expediting the interchange of ideas between the panel and the board.

Individual board members

Individual board members are available on a limited basis to meet with or speak to Affiliate Group leaders or gatherings of members. Remember this option the next time your group has a need for personal exchange with an NAEYC board member. Funding for these visits is determined by the purpose of the request and availability.

> *Liaison requests* can be financed by a special NAEYC Board Liaison fund. An Affiliate Group can ask a specific board member to meet with the Affiliate Group board or working group for purposes of exchanging information about NAEYC business and projects. Each board member has access to up to $1,000 per year to cover travel, lodging, and food expenses of such liaison visits with Affiliate Group leaders. Upon receipt of a request, a board member determines whether her or his schedule and fund balance makes it possible to accept the invitation.
>
> *Speaking requests* are not funded by NAEYC. An Affiliate Group wishing to invite an NAEYC Governing Board member to speak at an Affiliate Group-sponsored event should contact the board member directly to issue the invitation and negotiate any related expenses or fees.

Check out NAEYC's Web site at

www.naeyc.org

Among the features on NAEYC's Web site are:

- searchable list of NAEYC-accredited centers
- public policy news and information
- Early Years Are Learning Years releases
- searchable index of the past 10 years of *Young Children*
- complete catalogue of all NAEYC resources
- Week of the Young Child information
- conference information, including registration forms
- list of Affiliate Groups with offices
- NAEYC position statements
- early childhood career forum with job postings
- new early childhood resources
- a members only section that provides information on Association business such as nomination/election information and candidate statements, links to other sites, and a discussion forum

---

For Further Information

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

NAEYC Annual Conference

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Young Children

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

State Support Role

Criteria for Effective Affiliate Groups

Experienced leaders are encouraged to continue their involvement in local, state, regional, and national governance, professional development, and public information efforts.

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

—ADP I-F-1c, I-G

State Affiliate Groups are in a pivotal position within our professional Association. Most state groups serve as the primary link between small, community Affiliate Groups and the regional and national organizations. State groups therefore are very effective at building a sense of shared ownership within the geographic area. By working together, the entire association is strengthened.

State Affiliate Groups play a unique role in establishing and maintaining partnerships in two areas.

- State leaders often are called upon to provide much-needed technical assistance at the local level—acting as a clearinghouse for resources for new and mature Affiliate Groups.
- Through their extensive contacts with community Affiliate Groups, state leaders are often the first to recognize and nurture local talent.

> "State AEYCs shall support their local affiliates/chapters through the provision of technical assistance and coordination of efforts."
>
> —*NAEYC's Governing Board Manual*, 1998

Support Local Organizational Development

New NAEYC Affiliate Groups are continuously springing up. Almost without exception, these fledgling organizations—as well as leaders in mature Affiliate Groups—look to state leaders to act as their mentors.

- New groups often have questions about membership recruitment and planning for events such as workshops.
- States are often seen as a great resource for recommendations for workshop leaders. The investment of a day or two spent with newly elected local officers could pay off many times over as the local Affiliate Group benefits from the experiences of state leaders.
- While engaging in the Association Development Process (ADP), both before and after establishing an Action Plan, local Affiliate Groups may look to the state for guidance and resources. The Action Plan Summary and Feedback Form will likely contain important impressions and insights from community Affiliate Groups about how the state level can incorporate local needs in its planning.

- Formal requests for technical assistance from states are submitted with the Action Plan Summary. States must anticipate these requests and budget funds and other resources accordingly.

- When sensitive matters or areas for improvement are identified, local officers look to experienced state officers for guidance and recommendations.

- State Affiliate Group newsletters and conferences can routinely be used to promote organizational development for all community Affiliate Groups. Consider bringing all the membership chairs in the state together to look at new recruitment strategies. Provide local newsletter editors with contact information for their compatriots across the state—they can exchange newsletters and pick up on each other's best ideas.

Nurture Local Leaders

Alert state Affiliate Group leaders keep their eyes out for local members who have the energy and potential to assume state, regional, and national leadership positions. Office holders whose terms are complete are generally pleased to share their expertise with others who are carrying on the Affiliate Group's mission.

An experienced state leader might find a mentor relationship with a local Affiliate Group leader extremely rewarding, for example. Preparing people for leadership roles strengthens not only the entire NAEYC network but also provides people with new professional growth opportunities.

States are encouraged to make a concerted effort to identify local leaders who hold promise for assuming greater leadership responsibility. Similarly, national and regional leaders support development of state and community leaders—and the forging of partnerships—within the organization.

For Further Information

NAEYC Annual Conference

NAEYC. (1998). *Governing board manual.*

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Participation in NAEYC Elections

Criterion for Effective Affiliate Groups

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

—ADP I-G

Voting in organization elections is one activity in which everyone can get involved every year. The more members who are active in our Association, the greater potential we all have to make a difference on behalf of young children.

Stimulate Voting in Affiliate Group Elections

Local, state, and regional Affiliate Groups hold annual elections. Your bylaws specify when and how they are held. These techniques may increase the number of members who vote:

- feature candidate positions in newsletters
- introduce candidates at meetings and events
- publish ballots in the local or state newsletter
- mail ballots to members

For information on conducting Affiliate Group elections, see the section in Chapter 1 in this *Handbook* on Nominations and Elections.

Encourage Voting in NAEYC Elections

Every NAEYC member is eligible to vote in the national organization's annual elections. Participation in this important aspect of NAEYC governance demonstrates responsible interest in our Association's future and a commitment to young children. Ensure that your voice is heard in determining future directions for NAEYC.

Candidates for NAEYC's Governing Board are introduced at the Annual Conference. They submit to NAEYC written statements about their qualifications and visions. Photographs and statements appear in the March issue of *Young Children.* Ballots are mailed in May.

Submit Names of Candidates For the National Governing Board

NAEYC's Nominating Panel accepts suggestions for the names of potential Governing Board candidates each year until June 1. Details are found in the January, March, and May issues of *Young Children.*

To be suggested as a potential national governing board candidate, individuals must demonstrate

- high-quality leadership with commitment and contributions to the field
- broad knowledge and awareness of issues facing the Association
- ability to objectively consider various perspectives to guide major policy decisions of the Association
- expertise in special areas needed by the Association, including knowledge of governance and group functioning, association management skills, knowledge of and/or experience in NAEYC's Affiliate Group structure, and the ability to be a public spokesperson on behalf of the Association and its principles
- multiple perspectives on the variety of professional roles held by NAEYC members

Other factors that contribute to the selection of candidates include maintaining a board composition that reflects diversity in ethnicity, gender, age, and geographic area.

Suggestions must be made by an NAEYC member and include the potential candidate's name, current position, address, daytime telephone number, and a brief paragraph describing why you think this person would make an important contribution to the NAEYC board.

Request a form to suggest a potential candidate by contacting the NAEYC staff liaison to the Nominating Panel at headquarters—(800) 424-2460 or (202) 232-8777, or by e-mail at naeyc@naeyc.org.

For Further Information

NAEYC Annual Conference

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Young Children

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Governing Board Election Cycle

Dates	Current Year's Election	Next Year's Election
January 1 to June 1		NAEYC members may suggest potential candidates to be considered for the slate
February	Reproducible copies of candidate statements provided to all Affiliate Groups	
March	Candidate statements published in *Young Children*	
May	Ballots mailed to all members	
July 1	Deadline for return of ballots	
October 1	Elected candidates take office	
November		Slate of candidates introduced at Annual Conference
January		Slate of candidates published in *Young Children*

NAEYC's Association Development Process

Strategic Planning With Affiliate Groups

**NAEYC Goals
For an Effective Organization**

Goal I —Organizational Effectiveness
Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Goal II—Professional Development and Practice
Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

Goal III —Public Policy/Public Awareness and Education
Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families

What Is the Association Development Process (ADP)?

NAEYC's Association Development Process (ADP) is an exciting *process* designed to improve the quality of programs, services, and communication at all AEYC levels—local, state, regional, and national. It is a *reflective, interactive* process by which Affiliate Groups and National may

- assess their current strengths and areas needing improvement
- set priorities for needed changes
- develop action plans to meet short-term and long-range goals
- strengthen the communication and support among Affiliate Groups at all levels and the National AEYC

ADP participation was "a terrific growing experience for our Affiliate."
—Akron (OH) AEYC

The process is contributing to the entire Association's ability to achieve our shared goals on behalf of young children and their families.

At the heart of ADP are the *Criteria and Indicators of Success*. These criteria relate to the goals that all AEYC groups—local, state, regional, and national—strive to achieve. The criteria reflect NAEYC's three broad goals:

I. Organizational Development

To build and maintain a strong, diverse, and inclusive organization able to achieve its mission on behalf of young children, families, and professionals in early childhood education.

II. Professional Development and Practice

To improve professional practice and working conditions in early childhood education.

BEST COPY AVAILABLE

III. Public Policy/ Public Awareness and Education

To build public understanding and support for high-quality early childhood programs in centers, homes, and schools for young children and their families.

> *"It has been such a long time since this Affiliate has had 'new life.' We are excited that people are beginning to show some interest. One person called about taking the secretary position vacated because of a job change. That is encouraging since in the past we had to beg people to take board member positions."*
> —West Central (OH) AEYC

How Affiliate Groups Engage in ADP

NAEYC's Association Development Process is conducted statewide. State presidents may indicate their interest in the process to NAEYC at any time. They will receive a packet of information to encourage involvement of all local Affiliate Groups.

A letter of intent to engage in ADP must be submitted by the state president to NAEYC headquarters by July 1 in order to be considered for ADP funding. Funds are available from NAEYC for travel expenses, including overnight accommodations if necessary, to attend the statewide orientation. Food functions at the orientation may also be covered.

Each July, NAEYC's Governing Board reviews ADP applications and chooses participating states for the coming year. These selections are made in conjunction with other association budget decisions. Applicants are informed of the decision in early August of each year.

After the states selected to participate in ADP are announced and a statewide ADP chairperson has been appointed, each community Affiliate Group and the state Affiliate Group establish Task Groups to engage in their organization's process. NAEYC provides technical support to Affiliate Groups by hosting a statewide orientation and providing materials to support decision making, including the *NAEYC Affiliate Group Handbook.*

> *"The process was a good learning experience and we hope that our input is helpful."*
> —Wayne County (OH) AEYC

Why Pursue ADP?
Because Affiliate Groups that participate...

Evaluate strengths and areas needing improvement to promote a stronger, larger membership.

Set priorities for change. The process gives *change* a new meaning.

Adopt action plans to meet short-term and long-term goals on a set timetable.

Increase communication and support among each other and national headquarters.

Engage in an exciting, interactive process.

Increase their ability to achieve shared goals on behalf of members, young children, and families.

Have clearly defined roles and responsibilities.

Take part in a reflective process. ADP not only looks at the past, but the present and future.

Find that new opportunities emerge as a result of brainstorming and goal setting.

Heighten the profession of early childhood education.

See new leaders emerge.

Build momentum for achieving organizational missions and goals.

Speak with a stronger, more unified voice. Community, business leaders, and legislators take notice because of the leadership shown by the Affiliate for the rights and well-being of young children, families, and members.

—Kathy Harris, Ohio ADP Chair

Three Stages of ADP

The ADP takes place in three stages. The first two stages—Self-Study and Action Plan—can be accomplished in one day. Implementation is a continuous process to address the Affiliate Group's short-term and longer-term goals.

Stage 1. Self-Study

ADP Task Group members review and rate the Affiliate Group on criteria and indicators of effective functioning. Each ADP Task Group identifies the Affiliate Group's strengths and perceived gaps in member services and organizational management. Task Groups prioritize the criteria that are in need of improvement.

Stage 2. Action Plan

Each ADP Task Group develops possible short-term and long-range strategies to address the criteria to be improved. These strategies, and specific resources from the *NAEYC Affiliate Group Handbook*, are molded into a draft Action Plan. The three Task Groups reach consensus on an Action Plan to propose to the Affiliate Group board.

Stage 3. Implementation

The Affiliate Group board adopts an Action Plan that includes implementation timelines, delegation of responsibilities to ADP Task Groups and/or other sub-groups of the Affiliate, and responsibility for an annual progress evaluation. The Affiliate Group board works with the ADP Steering Committee to report findings and suggestions to appropriate state, regional, and national offices of NAEYC.

Key Components of ADP

Criteria, Indicators, and Strategies for Affiliate Group Success—These statements form the foundation for the ADP self-study and planning process. They reflect NAEYC's three Goals for an Effective Organization—Organizational Development; Professional Development and Practice; and Public Policy/Public Awareness and Education (see box at right). Affiliate Groups use ADP tools and materials to identify areas needing improvement and to develop Action Plans to address their needs.

ADP Task Groups—At least one Task Group is appointed for each of the three goal areas. Task Group members rate the effectiveness of their Affiliate Group and propose action plans for their specific goal area. This division of labor makes it possible to conduct a self-study and develop a proposed action plan in a one-day meeting. Chairs of the Task Groups, and the ADP Chair, form an ADP Steering Committee.

NAEYC Affiliate Group Handbook—Resources and tools are provided by NAEYC to assist Affiliate Groups in evaluating their organization's effectiveness and designing plans to strengthen all aspects of their work. This wealth of sample policies, guidelines, checklists, and tips is a great time-saver and contributes to development of Action Plans that are more likely to be successfully implemented.

Each State and Local
Affiliate Group/Chapter
Develops Three
ADP Task Groups

I. Organizational Development
Reviews component areas:
Governance
Membership Services
Business and Finance

II. Professional Development and Practice
Reviews component areas:
Professional Preparation and Development
Professional Practices

III. Public Policy/Public Awareness and Education
Reviews component areas:
Advocacy
Public Awareness and Education

How NAEYC Helps Affiliate Groups Get Started With ADP

NAEYC Headquarters...

...conducts a *Statewide Orientation* meeting for ADP Steering Committee members from state and local Affiliate Groups/chapters. NAEYC's ADP Coordinator explains the opportunities available through ADP, demonstrates the evaluation and planning process, and suggests sequences and timelines.

...provides a copy of the *NAEYC Affiliate Group Handbook* for each ADP Task Group. The book contains a collection of effective strategies to increase organizational success.

...provides technical assistance as needed to all participants in ADP.

153

How Affiliate Group Boards Start the ADP Process

State and Local Affiliate Group Boards...

...appoint an *ADP Chair* who has primary responsibility for the process.

...*inform members* that participation in ADP has begun and urge them to get involved locally.

...establish at least three (3) *Task Groups*:
- Organizational Development
- Professional Development and Practice
- Public Policy/Public Awareness and Education

Large Affiliate Groups may want to appoint more than one Task Group for each goal (see box on previous page for suggestions).

...appoint a *Facilitator* for each Task Group.

...charge the *ADP Steering Committee* (ADP Chair and Facilitators for each Task Group) to plan and conduct the one-day ADP *Working Session*, document the proposed *Action Plan*, and assist the board in communicating recommendations to other levels of NAEYC.

> *"After going through the ADP process,*
> *we were enlightened to develop steps to run a*
> *successful affiliate organization."*
> —An Ohio Affiliate Group

> *"We were able to sort, nestle, and prioritize*
> *the goals and strategies so that each team*
> *saw its most important growth area represented.*
> *We delegated tasks, set up new committees,*
> *gave the plan realistic timelines, and*
> *appropriated funds to support it.*
> *I believe changes are on the way to make the*
> *Columbus (OH) AEYC a*
> *stronger voice for early childhood practitioners."*

> *"A general opinion was positive and hopeful*
> *that this process will help us grow as an Affiliate Group*
> *and as professionals. We will continue to keep the*
> *process lines of communication open among*
> *Task Group chairs, ADP chair,*
> *Affiliate officers, and members."*
> —Ross County (OH) AEYC

Benefits of the Association Development Process (ADP)

- ☐ Communication improves between and among NAEYC, Affiliate Groups, and members.
- ☐ Roles and responsibilities of Affiliate Groups and national headquarters for member services are clarified.
- ☐ Affiliate Groups engage in exciting new opportunities while becoming more effective organizations.
- ☐ Visibility of NAEYC and its Affiliate Groups increases along with new recruitment strategies, growth, and expanded directions.
- ☐ Our organization's leaders build consensus, capitalize on our successes, and act with courage to plan for the future.
- ☐ NAEYC and its Affiliate Groups adapt services to match changing needs within the profession and society.
- ☐ Momentum builds for achieving our organizational mission and shared goals for young children.
- ☐ Affiliate Group business and managerial practices improve.
- ☐ The stature of the profession is heightened.
- ☐ Advocates for young children speak with a stronger, more unified voice on behalf of early childhood education.
- ☐ Leaders and members act on behalf of young children and their families with renewed vigor.

For Further Information

NAEYC Affiliate Group Handbook
NAEYC Leadership Conference
NAEYC Web Site: www.naeyc.org
The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Collecting Perceptions

Criteria for Effective Affiliate Groups

Members are actively encouraged to participate in long-range as well as annual planning to review the Affiliate Group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met.

Members are encouraged to reflect upon their experiences with the Affiliate Group and NAEYC and to offer specific suggestions to improve membership services.

Affiliate Group decision-making and planning processes fully involve members.

The Affiliate Group creates and sustains a visible presence as a respected early childhood education organization within the community and state.

—ADP I-A-1b, I-A-2i, I-F-1a, III-A-1

Your Affiliate Group can gain tremendous insights about its organizational effectiveness simply by asking what people think. Valuable perceptions are sure to be uncovered in contacts with:

- members, former members, and potential members
- experienced Affiliate Group leaders
- community/state residents, elected officials, allied professionals, media, and business leaders

The tools here are designed to facilitate communication and networking with these and other valuable allies in pursuing your Affiliate Group's goals. Listen and then reflect upon what your Affiliate Group learns about its image and effectiveness. Find out how your organization is perceived by those who are invested in its success as well as by key people who may be introduced to it through your contact.

Leaders in your Affiliate Group can "get your foot in the door" when you use these tools. For example, the Community/State Interview Process makes it possible for you to "shake hands with the people you need to know," notes one state Affiliate Group president who was involved in field testing the ADP. "You're there to talk about the issues."

All or portions of these tools may be adapted and used at any time your Affiliate Group reviews its effectiveness. Brief suggestions and directions for their use are offered here. Should your state apply for, and be selected to participate in, the Association Development Process (ADP), details about and suggested uses for these tools are covered during the Statewide Orientation should your state Affiliate Group be selected to participate in ADP.

How to Use the *Member Survey*

Effective Affiliate Groups rely on members' impressions and suggestions to inform their annual strategic planning process. The Member Survey that follows later in this chapter is just one way an Affiliate Group might collect impressions from members.

Some Affiliate Groups use focus groups to learn more about how members perceive their organization. Telephone interviews, open forums at a conference, workshop evaluations, or other strategies may also elicit widespread participation. Choose the methods that are likely to foster the most involvement of your Affiliate Group's members.

BEST COPY AVAILABLE

Send and Tally the Member Survey

When your Affiliate Group conducts its annual strategic planning initiative, you may decide to send the Member Survey, formatted for computer tabulation, directly to a random sampling of members of your Affiliate Group and Independent Members in your outreach area.

Be creative in finding ways to encourage members to respond to the survey—talk about the importance of the findings at meetings and publicize the opportunity to get involved in strategic planning in your newsletter. Some Affiliate Groups even offer incentives to those who respond.

Each Affiliate Group's Membership Committee tallies the responses to the Member Survey and, based on the results, makes recommendations for the group's Action Plan.

How to Use the *Affiliate Group Leader Interview*

Perceptions gleaned from your Affiliate Group's leaders—current and past—may reveal some new twists about how your organization operates!

During participation in ADP, the Affiliate Group Leader Interview is implemented by the Organizational Development Task Group. A similar ad hoc committee will likely be assigned responsibility during your Affiliate Group's annual self-study. Tailor the suggested questions to fit your organization and the purpose for the interviews.

Conduct Interviews

Personal interviews may be best for some leaders. Other people may feel more comfortable responding in writing, or may be more accessible that way. If current board members seem too busy, ask them to set aside time to complete the interviews at a business meeting.

Ask individuals to respond to the interview questions or jot down key impressions. Look and listen for historical gems, the voice of experience, the wisdom of hindsight.

Consider requesting interviews with former and current officers, board members, founding members, committee chairs, and others. Seek a complete, inclusive picture. The number is up to your Affiliate Group and/or the ADP Organizational Development Task Group—you'll conduct the interviews and tally the responses. Make as many copies of the interview form as you need.

Compile Responses

Your Task Group may adapt the interview form to record responses, additional comments, and suggestions. Examine all of the responses. Try to sort them into categories, such as leadership or governance issues. This process will help each ADP Task Group, or other self-study committee, identify priority areas for action.

How to Use the *Community Outreach Locator*

For all state NAEYC Affiliate Groups, geographic boundaries are clear. Local Affiliate Group outreach areas may be less well defined. The Community Outreach Locator will help your organization determine its primary geographic outreach area.

Information is likely to be found by reviewing a current membership list, your Affiliate Group's policies and procedures, and your membership recruitment brochure. A map of the vicinity may also be helpful in identifying areas for potential outreach, and can assure that no areas of the state are duplicated or omitted. List all the information that applies to your group.

During the ADP, the Organizational Development Task Group uses the Community Outreach Locator; a similar committee would use this tool during an annual review of organizational effectiveness. Make sure that any recommendations about your Affiliate Group's outreach area are submitted to the board for approval.

The ADP Steering Committee or other leaders then incorporate these decisions into the strategic planning process and ultimately your Affiliate Group membership recruitment materials.

How to Use the *Community/State Interview Process*

The Community/State Interview Process contains four interrelated parts:

- Community Contacts
- State Contacts
- Letter to Request Interview
- Interview

Community and state Affiliate Groups and ADP Task Groups adapt the items that apply to their self-study process. The suggestions here address how these materials would typically be used during the ADP process.

The Public Policy/Public Awareness and Education Task Group conducts interviews to gauge the impact of your Affiliate Group—within and beyond the profession—on a broad spectrum of critical issues ranging from concerns about health and safety to appropriate curricula and adequate staff compensation.

These interviews are an excellent vehicle for engaging in substantive conversations about perceptions of your group and the needs of young children and their families in your community or state. Participants in the first four ADP pilot-test states report that the interview process is one of the most beneficial tasks undertaken during the process.

What a wonderful public relations tool this interview process is for your Affiliate Group! Your organization benefits from:

- a personal opportunity to introduce or reinforce your group's mission
- the ability to listen carefully to learn what community leaders and residents think on a variety of key issues
- hearing other people's ideas about how and where your Affiliate Group could increase its effectiveness in outreach and collaboration

Find out whether, or what portions of, your Affiliate Group's message is getting out to your community or state by conducting interviews using the appropriate portions of this tool.

Community/State Contacts

Determine likely contacts within your community or state by completing the relevant form. Identify key groups, residents, and leaders who work in related professions or are advocates of children and family issues. List contact information for individuals to facilitate future networking.

How many people will you interview? Your Affiliate Group tabulates these results. Interview enough people to get a well-rounded picture. As you do so, be open to hearing their impressions. This is not a time to rebut criticism. Listen for ways your Affiliate Group can increase public awareness.

Letter to Request Interview

A sample letter is provided for the Task Group to request an interview. Adapt your request to the needs of your organization and the individual being contacted, and print the letter on your Affiliate Group letterhead. Follow up in a few days with a telephone call to set up an appointment to conduct the interview, either in person or by phone.

Interview

Your Task Group adapts the suggested interview topics and questions for each interview you conduct. Tailor the issues and questions to fit the person being interviewed and your Affiliate Group's situation.

Focus on one or two issues with each person. For example, you might ask school board members, parents of preschoolers, and elementary school principals questions about school readiness. Record responses on a copy of your interview form. If you wish to tape an interview, be sure to request permission in advance.

Do you anticipate that some people may prefer to respond in writing? Prepare a suitable questionnaire and provide a self-addressed, stamped envelope. Ask the individual to complete the form within 2 weeks at her or his convenience.

Imagine the possibilities for establishing or continuing good public relations in these interviews! Build new partnerships and cement long-standing relationships. Provide on-the-spot information that addresses the person's interests. Offer to research answers to questions raised. Build a stronger relationship with each community resident and leader. Be prepared! Take along copies of your Affiliate Group's membership brochures, NAEYC position statements, and more. See NAEYC's Resources Catalog for ideas.

Be sure to thank interviewees for sharing their time and ideas with your Affiliate Group. Insights gained from these interviews are invaluable. Your contacts can also build bridges with organizations and individuals!

Compile the Interview Comments

The Task Group examines the responses and evaluates what they mean for future Affiliate Group directions. Choose a recording method that works for the number and types of interviews conducted. The group may decide to sort the responses into categories, such as information dissemination or advocacy leadership.

Note the areas that receive the most attention, that reveal inaccurate perceptions, or that generated few responses—these may indicate priority areas for action. Provide a copy of the summary of results to the ADP Steering Committee Chair.

Organizing Perceptions Gathered

Comments about the effectiveness of state, regional, and national NAEYC services and initiatives are likely to emerge throughout the ADP process, beginning with the Statewide Orientation.

Use copies of the Feedback Form to keep a running record of the most pertinent comments. Later in the strategic planning process, these perceptions are summarized and provided to the state Affiliate Group.

Review All Responses

Look for patterns, and gaps, in the responses to the Member Survey, Affiliate Group Leader Interview, Community Outreach Locator, Community/State Interview Process, or other sampling methods. Read between the lines.

Each person on an ADP Task Group may want to write down her or his own interpretation of the results as they apply to the Task Group's goal area. Individual impressions provide a valuable perspective for group discussions during the one-day ADP Working Session.

For Further Information

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Nelson, J. (1995) *Six keys to recruiting, orienting, and involving.* Washington, DC: National Center for Nonprofit Boards.

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Member Survey

Dear Friend of NAEYC:

Your NAEYC Affiliate Group is participating in an NAEYC project, the Association Development Process (ADP). This initiative will help NAEYC and its Affiliate Groups assess our effectiveness, learn where our strengths lie, and identify where improvements are needed to better meet our goals on behalf of young children. The ADP centers around three major objectives:

- building a strong organization
- facilitating early childhood professional development
- increasing public understanding of and support for high-quality programs for young children and families

The opinions and perceptions of our Affiliate Group and Independent Members are one of the most important facets of our self-study. How well are NAEYC and your Affiliate Group serving you? What benefits or services do you value most? What areas need to be improved? If you chose not to renew your membership, why? Your opinion is very important to us, and your written comments will help us as we work to improve our efforts to serve young children and their families.

Please complete and mail this survey to (your Affiliate Group name) within ONE week after receipt. Thank you!

Sincerely,
(State/local Affiliate Group Name) President

Membership benefits and services—How valuable are these benefits of NAEYC and Affiliate Group membership? Check off the boxes that best describe your experience.

	The service is		
	NOT **beneficial**	SOMEWHAT **beneficial**	VERY **beneficial**
1. *Young Children* journal	☐	☐	☐
2. NAEYC books	☐	☐	☐
3. NAEYC brochures	☐	☐	☐
4. NAEYC videos	☐	☐	☐
5. Reduced Conference registration fee	☐	☐	☐
6. State/local newsletters or bulletins	☐	☐	☐
7. Access to a mentor in the field	☐	☐	☐
8. Leadership opportunities	☐	☐	☐
9. Access to a pool of job openings, qualified staff, and substitutes	☐	☐	☐
10. Group rates for personal and program insurance (life, liability, health)	☐	☐	☐
11. NAEYC Comprehensive Membership for immediate receipt of new publications	☐	☐	☐
12. NAEYC-sponsored credit card program	☐	☐	☐
13. Toll-free number to NAEYC headquarters	☐	☐	☐
14. NAEYC's Web site	☐	☐	☐

Please continue on next page.

Comments—Please write any comments you have about each level of NAEYC.

Local____

State____

Regional____

National____

Affiliate Group Leader Interview

Your perceptions about our NAEYC Affiliate Group are extremely valuable as we look toward our future. Please provide as much information as possible!

1. Which of our Affiliate Group activities or services have the most impact on improving professional practice? Why?

2. How has our Affiliate Group influenced compensation and working conditions in early childhood education?

3. How has our Affiliate Group made a difference in local, state, or national policies for children and families?

4. How does our Affiliate Group educate the public about the importance of young children's experiences?

5. What does our Affiliate Group do to support leadership development? What could be done to strengthen this process?

6. In what ways do we collaborate with other Affiliate Groups? Other organizations?

continued

7. How long have you been an NAEYC member?

8. Why do you volunteer your time as an Affiliate Group leader?

9. a. How have services from NAEYC Headquarters affected our Affiliate Group?

b. How have services from our regional Affiliate Group affected our local group?

c. How have services from our state Affiliate Group affected our local group?

10. What are our Affiliate Group's strongest points?

11. What changes do you foresee in our community and early childhood profession that will affect our Affiliate Group?

12. How would you improve our Affiliate Group? Why?

THANK YOU!!!

Community Outreach Locator

These questions will help you determine your Affiliate Group's primary geographic outreach area. Information is likely to be found by reviewing a current membership list, your Affiliate Group's policies and procedures, and your membership recruitment brochure. A map of the vicinity may also be helpful in identifying not only where your members are concentrated, but areas for potential outreach. List all the information that applies to your group.

1. What geographic boundaries, if any, do your Affiliate Group documents identify as your outreach area?

Region of your state ________ Counties ________ Cities and towns ________

2. What other NAEYC Affiliate Groups exist nearby? Call your state Membership chair if you are unsure.

3. How are your Affiliate Group's boundaries generally perceived?

a. Where do most of your members live and/or work?

Cities and towns ________ Rural areas ________

b. Where are your meetings and special events held? How far will members drive to attend?

c. What natural or legal boundaries seem to define your group's area?

Rivers/mountains ________ State/county/reservation/municipal lines ________

Use this information to decide whether the Community/State Interview Process will be most effective if your Affiliate Group concentrates on

- an in-depth study of a limited geographic area, such as one with a larger population (county seat or largest town), OR
- a broader picture of your entire geographic region to reveal your group's outreach potential

Community/State Interview Process

Community Contacts

This list will help your local Affiliate Group identify residents, community groups, and leaders who work for, or are advocates of, children and family issues. Note names and telephone numbers in the spaces provided. Be sure to keep this contact information for future networking.

Allied Groups

☐ Child care resource and referral organizations

☐ Community service organizations (e.g., United Way, Red Feather Organizations)

☐ Local family child care association

☐ Local foundations

☐ Local parent/teacher associations

☐ Local teachers unions

Business and Community Leaders

☐ Business owners/managers

☐ Community organizers

☐ Local law enforcement officers

☐ Policy analysts/advocates

☐ Religious leaders

Community Residents

☐ Families of preschool children

☐ Families of school-age children

☐ Residents

continued

164

Elected Officials

☐ Mayors

☐ Municipal government officials

☐ State legislators

Health and Human Service Leaders

☐ Dentists

☐ Human services professionals

☐ Pediatricians

☐ Public health officials

Media

☐ Cable television

☐ Commercial television

☐ Community newspapers

☐ Newsletters

☐ Newspapers

☐ Public radio/television

☐ Radio

Public Education Leaders

☐ Elementary school principals

☐ Museum officials

☐ School board members

☐ School/career guidance counselors

☐ School superintendents

Community/State Interview Process

State Contacts

This list will help your state Affiliate Group identify key state groups and leaders who work for, or are advocates of, children and family issues. Note names and telephone numbers in the spaces provided. Be sure to keep this contact information for future networking.

Allied Groups

- ☐ American Academy of Pediatrics
- ☐ American Association of Retired Persons
- ☐ Child care resource and referral organizations
- ☐ Elementary school principals association
- ☐ Family child care association
- ☐ Head Start association
- ☐ Other provider organizations
- ☐ Parents As Teachers programs (found in 11 states, associated with public schools and hospitals)

Business and Community Leaders

- ☐ Business CEOs
- ☐ Foundation officers
- ☐ Law enforcement officers
- ☐ Policy analysts/advocates
- ☐ Religious leaders

Elected Officials

- ☐ Governor's office
- ☐ State government officials

continued

☐ State legislators

☐ U.S. representatives/staff

☐ U.S. senators/staff

Health and Human Service Leaders

☐ Human services professionals

☐ Maternal and Child Health Bureau officials

☐ Public health officials

☐ Representatives from the medical field

Media

☐ Cable television

☐ Commercial television

☐ Newsletters

☐ Newspapers

☐ Public radio/television

☐ Radio

Public Education Leaders

☐ Chief state school officers

☐ Museum staff and officials

☐ State parent/teacher association representatives

☐ State school board members

☐ Teachers union representatives

Community/State Interview Process

Letter to Request Interview

Dear Colleague:

The National Association for the Education of Young Children (NAEYC) is a more than 105,000-member strong professional organization dedicated to improving programs for young children and their families through the development of professional resources and services. NAEYC has approximately 400 Affiliate Groups that operate at the community and state levels.

We are working to improve our efforts on behalf of children and families. We are examining ways to better achieve our three major goals

- to build and maintain a strong, diverse, and inclusive organization working on behalf of young children
- to facilitate improvements in early childhood professional development and working conditions to achieve high-quality early childhood programs
- to build public understanding and support for high-quality early childhood programs

One facet of our process involves soliciting opinions and ideas from individuals in the community/state who may or may not be aware of our Affiliate Group. In a few days, we will call to arrange a convenient time for a short telephone or in-person interview. Samples of the kinds of questions we will ask are enclosed. Thank you for taking the time to help us with this important project.

Sincerely yours,

Name
Local/state Affiliate Group President

Community/State Interview Process

Interview

Explain that NAEYC and its Affiliate Groups cover a broad spectrum of issues affecting young children and the provision of early childhood programs in centers, homes, and schools. Ask interviewees to respond to these or other suitable questions to the best of their knowledge, based on their own experiences.

**A. Do you feel ____(issue)____is an issue in our community/state?
If so, what do you see as the most critical aspects? (a few possibilities are identified)**

Issue #1. Ensuring that all children enter school ready to learn
Possible critical aspects: children's access to preventive health care and immunizations, large numbers of eligible children not receiving access to comprehensive preschool services such as Head Start, need for family resource services and family support, school and family expectations of children as they enter school

Issue #2. Improving the quality and affordability of child care for working families
Possible critical aspects: available funding for subsidy, need for adequate licensing standards and enforcement, families' and public's ability to distinguish high- and low-quality programs, need for more employer involvement, public and private support of accreditation

Issue #3. Ensuring a well-qualified and adequately compensated work force of early childhood professionals
Possible critical aspects: impact of high turnover rates on program quality, availability of professional preparation programs, ability to translate training experiences to meaningful credit, inadequate working conditions/benefits, comparability in compensation of various early childhood roles to positions requiring similar qualifications/experience/job responsibilities

Issue #4. Improving the quality of kindergarten and primary grades in elementary schools
Possible critical aspects: high standards for professional preparation to work with young children, use of age/individual/culturally appropriate curriculum and assessment, inclusiveness practices

Issue #5. Building public understanding and support for high-quality early childhood services
Possible critical aspects: valuing work with children; full cost of quality; need for articulated system of professional development; media coverage; status of local/state policies and regulations that support quality, compensation, and affordability

Issue #6. Reducing violence in the lives of children
Possible critical aspects: incidence of child abuse and neglect, gun-related violence, the culture's television/movie/video game violence, helping children learn to resolve conflicts, prohibiting corporal punishment in group programs

B. What impact has any Affiliate Group or NAEYC had on this issue in our community/state?

C. How would you recommend that our Affiliate Group or NAEYC act on this issue?

Criteria Rating Form

Criteria for Effective Affiliate Groups

Members are actively encouraged to participate in long-range as well as annual planning to review the group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met.

Affiliate Group decision-making and planning processes fully involve members.
—ADP I-A-1b, I-F-1a

How to Use This Tool...

The Criteria Rating Form is designed to be used during the Statewide Orientation for the implementation of, the Association Development Process (ADP). It may also be used at any other time when your Affiliate Group engages in a self-study of its organizational effectiveness.

...During the ADP

ADP Task Group Facilitators at the state and local levels are expected to have a sound understanding of their Affiliate Group's history, structure, and functioning. Facilitators and Task Group members use designated portions of this guide to rate their Affiliate Group's strengths and areas in need of improvement.

During the Statewide Orientations, ADP Steering Committee members are guided through the entire process, including how to use this tool.

The rating activities which take place during the Working Session are briefly reviewed here:

- Task Group members review what the ratings mean (see box). Each person on the Task Group independently reviews the assigned criteria and rates only those criteria the Facilitator has identified as the most important. **This streamlined approach to rating relies primarily on impressions and trends, not on statistical significance.**
- The Task Group then comes together to reach consensus on priorities and to develop possible plans to address their goal area (see the Planning for Action section of this *Handbook*).

...When Reviewing Affiliate Group Effectiveness

Affiliate Groups are encouraged to use all or portions of the Criteria Rating Form whenever your organization reviews its accomplishments and reconsiders your goals for the future.

As a Strategic Planning Companion

During the ADP self-study, and once each membership year, NAEYC encourages Affiliate Groups to plan strategies to enable your organization to meet your short- and long-term goals.

NAEYC provides Affiliate Groups not currently participating in ADP with a convenient set of Strategy Planning Sheets—one sheet for each Indicator of Affiliate Group Success included in the Criteria Rating Form—upon request. If your Affiliate Group would like a set to use for strategic planning, call the Field Services Department at (800) 424-2460 or (202) 232-8777, or e-mail affiliate@naeyc.org to ask for a set.

Affiliate Group leaders use these convenient Strategy Planning Sheets to

- follow up on the Criteria Rating Form by pursuing improvements for Criteria rated as "partially met" or "not met"
- identify sources for collecting information about ways in which the Affiliate Group meets each Indicator of Affiliate Group Success
- record evidence about how the organization addresses each Indicator
- review suggested strategies for improving group effectiveness
- list recommended strategies for your Affiliate Group
- consider these recommendations when developing an Action Plan

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

What the Criteria Ratings Mean

☐ Successfully met	Your Affiliate Group is accurately described by this Criterion. Your Affiliate Group consistently carries out the Indicators of Affiliate Group Success listed and perhaps additional activities.
☐ Partially met	Some of your Affiliate Group activities are described by this Criterion. Your Affiliate Group inconsistently carries out the Indicators listed.
☐ Not met	There is very little or no evidence that your Affiliate Group engages in the activities described by this Criterion. Your Affiliate Group rarely if ever carries out the Indicators listed.

Criteria Rating Form

Goal I—Organizational Effectiveness

Criteria I-A. ***Establish and maintain a strong membership base that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.***

How You Rate Your Affiliate Group

I-A-1. The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success

—Affiliate Group materials include descriptions of the group's mission and activities. (I-A-1a)

—Members are actively encouraged to participate in long-range as well as annual planning to review the Affiliate Group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met. (I-A-1b)

—Linkages between program activities and the Affiliate Group's mission, goals, and objectives are frequently communicated by the group's leaders. (I-A-1c)

I-A-2. The Affiliate Group actively recruits, retains, and involves members from diverse groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success

—Affiliate Group membership reflects strong involvement of various groups, geographic locations, work settings, and careers. (I-A-2a)

—Affiliate Group leadership reflects strong involvement of different groups, locations, work settings, and professional roles. (I-A-2b)

—Affiliate Group program activities are accessible and include a wide range of content. (I-A-2c)

—An outreach plan is developed each year to address barriers to inclusion. (I-A-2d)

—Dues and fee structures are kept as low as feasible to assure participation by all who are interested. (I-A-2e)

—Printed materials use words and images that demonstrate a commitment to diversity and inclusion. (I-A-2f)

How You Rate Your Affiliate Group

—Independent Members are encouraged to join the Affiliate Group. (I-A-2g)
—Affiliate Groups nurture and reach out to members to encourage them to renew. (I-A-2h)
—Members are encouraged to reflect upon their experiences with the Affiliate Group and NAEYC and to offer specific suggestions to improve membership services. (I-A-2i)

I-A-3. The Affiliate Group handles new and renewal memberships efficiently so members receive benefits in a timely manner.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Accurate new and renewal memberships, and changes of address, are updated; memberships are submitted to NAEYC as soon as possible, preferably within 10 days of receipt. (I-A-3a)
—New members are contacted within one month to welcome them to the Affiliate Group and identify their needs and interests. (I-A-3b)
—Members who have not renewed by the third month of the membership year are personally contacted to encourage prompt renewal. (I-A-3c)

Criteria I-B. *Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.*

I-B-1. The Affiliate Group maintains and uses up-do-date *bylaws* to promote effective organizational functioning.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—The Affiliate Group's bylaws address these and any other pertinent points: purpose; responsibilities of officers, committee members, and executive committee; election or appointment of officers and board members; duration and staggering of terms of office; voting requirements (quorum, majority); fiscal responsibilities; rights of members; removal of an officer or board member; archives and business records; relationship to NAEYC and other Affiliate Groups (including state/regional as appropriate); relationship to staff (if appropriate). (I-B-1a)
—Bylaws are distributed to every board member upon election/appointment and are available during board discussions. (I-B-1b)
—Bylaws are reviewed for potential revision every 5 years. (I-B-1c)

How You Rate Your Affiliate Group

I-B-2. The Affiliate Group *governance structure* promotes involvement, provides for efficient decision making, and allows the group to carry out its program and activities.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs. (I-B-2a)
—Executive Committee members—the Affiliate Group's president, president-elect or past president, vice-president, secretary, treasurer—are authorized to act on behalf of and exercise the powers of the board as specified in the group's bylaws. (I-B-2b)
—The Affiliate Group's committee structure supports the group's mission and carries out its activities. (I-B-2c)
—Nominations and elections policies and procedures are clear and detailed. (I-B-2d)
—Terms of office for board members are staggered to assure continuity and stability in Affiliate Group governance. (I-B-2e)
—All incoming officers, board members, and committee chairs are oriented to the organization's mission and structure and their responsibilities. (I-B-2f)
—A mechanism is in place to receive and respond to questions and concerns from members. (I-B-2g)

I-B-3. The Affiliate Group maintains *policies and procedures* based on its bylaws to guide its governance and activities in achieving its mission.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Affiliate Group policies and procedures address these and other pertinent points to establish functions: nominations and elections; responsibilities of officers and standing committee chairs; fiscal management: accounting, budget, fees, disbursements, per diem, banking (including two signatures on checking accounts), reserves, fundraising, awards, grants; technical assistance available to local or state Affiliate Groups; conference and WOYC management; relationships with NAEYC Affiliate Groups; types of issues appropriate for issuing position statements; relationships with any individual or community organizations; who speaks on behalf of the Affiliate Group. (I-B-3a)
—Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions. (I-B-3b)
—Policies and procedures are reviewed and updated regularly. (I-B-3c)

I-B-4. The Affiliate Group has geographic boundaries that define the area its programs serve and within which it recruits members.

How You Rate Your Affiliate Group

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicator of Affiliate Group Success
—Geographic boundaries for the Affiliate Group's services and membership recruitment are formally adopted and/or reviewed by the Affiliate Group board. This will occur following consultation with adjoining local Affiliate Groups and the state AEYC board to ensure mutual agreement about geographic areas each Affiliate Group is serving. The aim of this process is to avoid conflict and ill-will from more than one Affiliate Group trying to influence policy, sponsor events, or recruit members in the same geographic area. (I-B-4a)

Criteria I-C. *Maintain complete and accurate membership and business records.*

I-C-1. The Affiliate Group maintains membership records, minutes, election results, bylaws, policies and procedures, Action Plan, and other business documents in safe, accessible locations.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Membership records are accessible and the system for updating them assures their accuracy. (I-C-1a)
—Minutes of all meetings are recorded and distributed to the board for approval at the next meeting, and kept on file in a permanent location. (I-C-1b)
—Election results are tabulated fairly and confidentially, and recorded in the minutes of the meeting in which they are accepted. (I-C-1c)
—A safe, secure place is used to store copies of bylaws, policies and procedures, the Affiliate Group Action Plan, legal papers, and other vital documents. (I-C-1d)

Criteria I-D. *Implement sound fiscal and business management practices.*

How You Rate Your Affiliate Group

I-D-1. The Affiliate Group implements prudent financial policies that maximize use of volunteer resources in order to achieve the group's mission.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Financial policies enable the Affiliate Group to achieve ultimate benefit from income and expenditures and assure adequate reserves for emergencies or service expansions. (I-D-1a)
— Capitalize on the Affiliate Group's volunteer resources to achieve organizational stability and reach its goals. (I-D-1b)

I-D-2. The Affiliate Group seeks the advice of experts on legal and technical issues.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicator of Affiliate Group Success
—Affiliate Group boards and staff seek legal and technical assistance on regulatory compliance and risk management. (I-D-2a)

Criteria I-E. *Conduct activities to increase revenue and professional development events in a businesslike manner.*

I-E-1. Events are sponsored and planned congruent with the missions of NAEYC and the Affiliate Group and to generate revenue.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Sale of NAEYC and other professional publications generates revenue for the Affiliate Group. (I-E-1a)
—Other fundraising efforts are designed to support Affiliate Group goals. (I-E-1b)

I-E-2. The Affiliate Group's planning incorporates sound management

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants. (I-E-2a)
—Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals. (I-E-2b)

Criteria I-F. *Actively engage in continuous leadership development and involvement.*

I-F-1. The Affiliate Group facilitates diversity, continuity, and stability in leadership through professional development efforts in training, advocacy, and organizational development skills.

Indicators of Affiliate Group Success
—Affiliate Group decision-making and planning processes fully involve members. (I-F-1a)
—Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group. (I-F-1b)
—Experienced leaders are encouraged to continue their involvement in local, state, regional, and national governance, professional development, and public information efforts. (I-F-1c)

How You Rate Your Affiliate Group

Successfully Met	Partially Met	Not Met
☐	☐	☐

Criteria I-G. *Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.*

I-G-1. The Affiliate Group encourages communication from and among members.

Indicators of Affiliate Group Success
—Board members and officers are accessible and attuned to members' needs and interests. (I-G-1a)
—Publications keep members abreast of Association events, board actions, changes in regulations, legislative initiatives, and other pertinent information. (I-G-1b)
—Frequent personal contacts maintain links among members, Affiliate Groups, and NAEYC. (I-G-1c)

Successfully Met	Partially Met	Not Met
☐	☐	☐

Goal II —Professional Development and Practice

Criteria II-A. *Provide convenient, regular, affordable access to high-quality resources and experiences that empower early childhood professionals to be proactive change agents within the field.*

How You Rate Your Affiliate Group

II-A-1. The Affiliate Group employs a variety of activities to engage early childhood educators in professional growth.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Members have access to a broad range of up-to-date information on issues affecting young children, their families, and early childhood programs. (II-A-1a)
—An ample, convenient variety of networking opportunities for members is available through the Affiliate Group. (II-A-1b)

II-A-2. The Affiliate Group's activities promote deeper understandings of the knowledge and skills required to engage in informed professional practice.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—Members are offered ample opportunities to engage in in-depth professional improvement activities. (II-A-2a)
—Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base. (II-A-2b)
—Participants in Affiliate Group activities gain, practice, and model skills necessary for appropriate practice with young children, families, co-workers, and adult learners. (II-A-2c)
—Professional conduct as expressed in NAEYC's Code of Ethical Conduct is supported and modeled by Affiliate Group members and leaders. (II-A-2d)

II-A-3. The Affiliate Group's activities promote members' deeper understandings of the policies and funding issues affecting and linking quality, compensation, and affordability of early childhood services.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicator of Affiliate Group Success
—Members are offered opportunities to learn about and advocate for public policies, licensing, teacher certification, funding, full cost of quality issues, and related topics. (II-A-3a)

Criteria II-B. *Promote implementation of high standards of quality for professional development of adults who work with young children.*

How You Rate Your Affiliate Group

II-B-1. The Affiliate Group promotes high standards for formal and community-based professional preparation opportunities that lead toward an articulated system of professional development.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success

—Affiliate Groups work toward a high-quality, national, articulated early childhood professional preparation system. (II-B-1a)

—Affiliate Groups provide input into the development of, and promote the use of guidelines for, professional preparation at all levels—CDA, associate, baccalaureate, and advanced. (II-B-1b)

II-B-2. The Affiliate Group encourages individuals to continue to engage in professional development.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicator of Affiliate Group Success

—Affiliate Groups are committed to sustaining professional development for all those who pursue careers in early childhood education. (II-B-2a)

Criteria II-C. *Promote implementation of high standards of quality for professional practice in programs for young children and their families.*

II-C-1. The Affiliate Group supports developmentally, individually, and culturally appropriate curriculum, assessment, and teaching practices for children from birth through age 8.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success

—Affiliate Groups are committed to ensuring the use of developmentally appropriate practices in programs for young children. (II-C-1a)

—Affiliate Groups are committed to ensuring implementation of appropriate curriculum and assessment in programs for young children. (II-C-1b)

—Affiliate Groups are committed to ensuring culturally appropriate and antibias environments and practices in programs for young children. (II-C-1c)

—Affiliate Groups are committed to ensuring inclusive practices for children with diverse abilities in programs for young children. (II-C-1d)

II-C-2. The Affiliate Group promotes accreditation through the National Academy of Early Childhood Programs.

Indicators of Affiliate Group Success

—Affiliate Groups champion the values of seeking and maintaining accreditation through the National Academy of Early Childhood Programs. (II-C-2a)

—Affiliate Groups support programs that seek and maintain accreditation through the National Academy of Early Childhood Programs. (II-C-2b)

—Affiliate Groups encourage and support family child care providers to seek and maintain accreditation and/or credentialing. (II-C-2c)

How You Rate Your Affiliate Group

Successfully Met	Partially Met	Not Met
☐	☐	☐

Goal III—Public Policy/Education

Criteria III-A. ***Develop and disseminate current information about the interrelationship of high-quality programs for children, adequate compensation for personnel, and affordability for consumers to community leaders and the public.***

How You Rate Your Affiliate Group

III-A-1. The Affiliate Group creates and sustains a visible presence as a respected early childhood education organization within the community and state.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—The image of early childhood educators as dedicated professionals who support families and healthy child development is strengthened by the Affiliate Group. (III-A-1a)
—A dynamic relationship with local and statewide media is nurtured by Affiliate Group leaders. (III-A-1b)
—City, county, and state decision makers are kept abreast of trends and issues in early childhood education. (III-A-1c)
—Sound information about high-quality services for young children is provided to families and the community at large. (III-A-1d)

Criteria III-B. ***Take the lead to stimulate advocacy for high-quality early childhood education among Affiliate Group members, program families, and the public.***

III-B-1. The Affiliate Group fosters leadership in public awareness and education, the public policy process, and advocacy.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success
—An efficient system to spark action within, and respond to, the local, state, and national legislative process, is built and maintained by the Affiliate Group. (III-B-1a)
—Members have ready access to opportunities to further develop their advocacy skills. (III-B-1b)

How You Rate Your Affiliate Group

III-B-2. The Affiliate Group's advocacy efforts to improve early childhood education are compatible with the principles of funding and administering high-quality programs.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success

—Local Affiliate Groups support equitable compensation for early childhood professionals. (III-B-2a)

—Members are urged to promote policies and regulations that improve quality, compensation, and affordability. (III-B-2b)

III-B-3. The Affiliate Group provides leadership to ensure effective advocacy efforts to improve systems that affect the quality of services for young children and their families.

Successfully Met	Partially Met	Not Met
☐	☐	☐

Indicators of Affiliate Group Success

—The Affiliate Group acts as a catalyst to build new or support existing community coalitions of groups and individuals who are committed to high-quality early childhood services. (III-B-3a)

—Affiliate Groups integrate national advocacy campaigns with local and state efforts. (III-B-3b)

BEST COPY AVAILABLE

NAEYC Affiliate Group Strategic Planning Tools...

Planning for Action

Criteria for Effective Affiliate Groups

Members are actively encouraged to participate in long-range as well as annual planning to review the group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met.

An outreach plan is developed each year to address barriers to inclusion.

The Affiliate Group's planning incorporates sound management practices.

Affiliate Group decision-making and planning processes fully involve members.
—ADP I-A-1b, I-A-2d, I-E-2, I-F-1a

Whenever your Affiliate Group engages in strategic planning, including during the Association Development Process, the organization's leaders determine your most pressing priorities and initiatives to incorporate into an Action Plan. A 5-year plan, with both short-term and long-range goals, works well for most Affiliate Groups.

The primary steps for engaging in strategic planning during the Association Development Process are reviewed here and during the ADP Statewide Orientation.

During the one-day Working Session, each Task Group rates the Affiliate Group on the Criteria Rating Form and makes recommendations for action. By the end of the day, the three Task Groups reach consensus on an Action Plan to propose to the Affiliate Group board. A similar planning process is recommended during any regular review of an Affiliate Group's effectiveness.

How to Use the *ADP Objective and Strategy Planning Form*

Establishing priorities can be a difficult task—there are so many possibilities for action. For each idea that merits further development, the Task Group prepares an ADP Objective and Strategy Planning Form. Consider

- the objective (what your Affiliate Group intends to achieve)
- strategy to reach your objective
- implementation steps
- timeline
- responsibilities
- financial considerations
- technical assistance needed

Your planning group will probably eliminate some ideas. Others may generate incredible enthusiasm. Sometimes, further information or research is needed. Move quickly to polish possible plans.

Implementation responsibilities

Establish major guideposts for action for the duration of the initiative. Identify which officer, committee, or individual might undertake each implementation step. Identify any technical assistance or resources needed from the state, regional, or national NAEYC. Suggest other possible sources of technical assistance or support. Leave particulars to the people who implement the plan.

Building Commitment Into Strategic Plans

by Ken Whitney

Highlights

Members need to be convinced that the planning effort will address their particular concerns.

Reflecting on the history of an association—its victories, mistakes, and struggles—gives members the courage and confidence necessary to plan for the future.

Periodic discussion and reflection on an organization's vision helps keep members focused and motivated.

Key steps in the planning process

1. *Determine the focus question.* The need to plan becomes obvious when volunteers have more questions than answers about the association's mission and how they are going to accomplish it.
2. *Conduct a historical analysis.* Confidence comes from knowing who you are and from where you have come.
3. *Reflect on the shared vision.* If you are clear about where you want to go, you will find a way to get there.
4. *Identify underlying contradictions.* If that's where we want to be, why aren't we there already?
5. *Name strategic directions.* "Forward, march!" may not be the best way to move toward the vision.
6. *Implement plans.* Plans are implemented, in the first instance, not by boards or committees but by individuals who, on behalf of their association, have decided to make their vision real.
7. *Plan follow-up activities.* Regular follow-up activities remind volunteers that their work is important to the chief elected officer and the future of the association.

Note: From "Building commitment into strategic plans," by Ken Whitney, September 1994, *Association Management*, pp. 61-66. Copyright © 1994 by *Association Management*. Reprinted by permission.

To do great important tasks, two things are necessary:
A plan and not quite enough time.
—Anonymous

Timeline, TA, and finances

Set reasonable markers from start to finish. Remember, this is a 5-year plan, so stagger your recommended start-up dates!

Project what each step of the effort will cost. Based on the timeline, indicate the budget year. Suggest possible funding sources (NAEYC's MAG grants, area businesses, fundraising).

Charting success

Look for points along the way to measure progress. What will the project look like when it's completed? Be very clear about what is to be accomplished, and make sure the pieces fit together.

Remember, three Task Groups develop recommendations, so it's important to be realistic as well as optimistic! Define exactly which improvements, expansions, and initiatives seem feasible. Keep in mind that Action Plan activities are integrated into the Affiliate Group's other initiatives.

When your Task Group has reached agreement on the most important goals and strategies, it's time to pool ideas with the other two Task Groups and reach consensus on a draft Action Plan to propose.

Note to state Affiliate Groups: State organizations develop their proposed Action Plans only after receiving copies of all the local Affiliate Group

- Criteria Rating Forms
- Action Plan Summaries
- Feedback Forms
- requests for technical assistance

How to Use the *ADP Action Plan Summary*

Your Affiliate Group board meets at a later date for a final review of the proposed new initiative. After careful consideration, an official Action Plan is accepted. Enter the complete Action Plan in the minutes of the meeting in which it is adopted. File a copy of the Action Plan in your Affiliate Group's permanent records. Budget accordingly.

A convenient form for recording the highlights of your Affiliate Group's final Action Plan is provided. If your Affiliate Group is requesting technical assistance from any level of NAEYC, attach a formal request to this Action Plan Summary.

The Affiliate Group board sends copies of Action Plan documents to the appropriate NAEYC levels, delegates implementation responsibilities, and sets in motion an annual evaluation of progress toward your goals—on behalf of your Affiliate Group and young children.

How to Use the *Feedback Form*

Why does your Affiliate Group need to complete a Feedback Form? Because you can identify helpful program planning ideas from other levels of the Association.

After the Action Plan has been approved, the ADP Steering Committee reviews all the accumulated material and records the *most pertinent comments* about strengths and weaknesses of each Association level onto a new copy of the Feedback Form.

To strengthen the work of the state, regional, and NAEYC, submit your Action Plan Summaries and Feedback Forms for the review of other local, state, regional, and NAEYC leaders. Any requests for technical assistance are attached to the Action Plan Summary. This information is vital in future program planning at all levels.

For Further Information

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

BEST COPY AVAILABLE

ADP Objective and Strategy Planning Form

Task Group Name____________________________

Component________________________________

A. Objective____

B. Strategy____

____

C. Implementation steps	Timeline	Responsibilities (officer, committee, individual)

D. List budget items Select the degree of costs—None, Minor, or Major

____

____

E. Identify any technical assistance your Affiliate Group may need____________________

____

____

Feedback Form

Name of Affiliate Group____

Record the most pertinent comments accumulated during Association Development Process about each level of NAEYC on this form. Boards and staff will review this feedback and use it in future planning.

Local Affiliate Group____

State Affiliate Group____

Region/Section Affiliate Group____

National____

ADP Action Plan Summary

Identify one

☐ Organizational Task Group ☐ Professional Development Task Group ☐ Public Policy Task Group ☐ Affiliate Group

Rank order priority	**Goal area/ component**	**Proposed strategy(ies)**	**Budget needs (none, minor, major)**	**Who is responsible?**
#_____	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
#_____	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
#_____	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____

Attach any technical assistance requests to this form.

Chapter 4

Fiscal Responsibilities

BEST COPY AVAILABLE

Chapter 4

Fiscal Responsibilities

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Implement sound fiscal and business management practices.

The Affiliate Group implements prudent financial policies that maximize use of volunteer resources in order to achieve the group's mission.

—ADP Goal I, I-D, I-D-1

Successful Affiliate Groups operate exactly like any sound business when it comes to dealing with money. Clear, complete financial records are essential to your Affiliate Group's functioning, and are required if the group is incorporated and does any lobbying (see Chapter 1 of the *NAEYC Affiliate Group Handbook*).

The resources here contain guidance on three key areas of Affiliate Group financial operations: planning, accountability, and fundraising.

Planning

Every Affiliate Group, regardless of size, must establish written policies and practices that protect the organization's financial status. These policies are applied

- each year in preparing an annual budget to project income and expenditures
- in handling the everyday affairs of the Affiliate Group

Reporting and Accountability

Complete and accurate records of all income and expenditures—maintained according to accepted accounting principles—are essential for any business, including Affiliate Groups. Regular financial reports and audits assure that these records are properly kept.

Fundraising

Each Affiliate Group's Action Plan details goals and activities to accomplish its goals. Finding funding for these activities may be the primary challenge.

Well-designed, imaginative community Affiliate Group fundraising strategies support the group's goals and complement and extend state, regional, and national efforts. Nonprofit corporate status allows Affiliate Groups to seek tax-deductible contributions from individuals or groups, including grants from businesses and foundations. Businesslike fundraising efforts generally lead to greater success as others become convinced of the wisdom of investing in your Affiliate Group.

Fundraising has become increasingly sophisticated due to the intense competition for limited funds. The material here is designed to acquaint your Affiliate Group with some basic considerations. A more complete discussion of the topic is found in *Fundraising for Early Childhood Programs* (Stevenson, 1995). Think creatively about the possibilities for attracting support for your group and its mission!

Lack of money is the root of all evil.
—Mark Twain

Fiscal Responsibilities— Links With NAEYC and ADP

As Affiliate Groups grow and circumstances change, written financial policies may be in need of revision. The materials in this chapter are designed to address financial considerations of relatively new as well as quite mature Affiliate Groups. Seek the advice of experts whenever puzzling or complicated situations arise.

Affiliate Groups engaged in the Association Development Process (ADP), or any strategic planning initiative, are likely to set short-term and long-range financial goals. The recommendations here can help your Affiliate Group achieve its Action Plan through prudent use of your resources.

Make Copies for Affiliate Group Leaders

Affiliate Groups are encouraged to make copies of sections of this *Handbook* for leaders listed here and other staff or volunteers as appropriate.

For Further Information

NAEYC Web Site: www.naeyc.org

Stevenson, M.F. (1995). *Fundraising for early childhood programs: Getting started and getting results (rev. ed.).* Washington, DC: NAEYC.

Copy These Financial Sections...	**For Affiliate Group Leaders, Including...**
Financial Policies and Fiscal Management	Board, Organizational Development Task Group, Finance Committee
Budget	Board, ADP Steering Committee, Finance Committee, Committee Chairs
Financial Reports	Board, Finance Committee
Audits	Board, Finance Committee
Grants and Contracts	Board, pertinent Committee Chairs
Fundraising Strategies	Board, Organizational Development Task Group, Finance Committee
NAEYC Resource Sales	Finance Committee, Resource Sales Committee
Seeking Contributions and Grants	Board, Finance Committee

Financial Policies and Fiscal Management

Criteria for Effective Affiliate Groups

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Implement sound fiscal and business management practices.

The Affiliate Group implements prudent financial policies that maximize use of volunteer resources in order to achieve the group's mission.

Financial policies enable the Affiliate Group to achieve ultimate benefit from income and expenditures and assure adequate reserves for emergencies or service expansions.

Capitalize on the Affiliate Group's volunteer resources to achieve organizational stability and reach its goals.

The Affiliate Group's planning incorporates sound management practices.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.
—ADP I-A-2e, I-D, I-D-1, I-D-1a, I-D-1b, I-E-2, I-E-2b

Written fiscal policies are essential to achieve an efficient, successful business operation for any organization. They are especially important for groups governed by volunteers whose terms of office are brief and whose officers rotate frequently. A quick check on your Affiliate Group's financial policies is included in the Document Checklist (in Chapter 1 of this *Handbook).*

NAEYC Affiliate Groups are in the business of providing educational services and products to improve early childhood programs. Financial policies for this type of business focus on providing services and products that:

- support individual and collective efforts to improve all early childhood programs regardless of sponsorship, funding, or structure; and
- have the capability of being financed by dues, fees, contributions, and fundraising.

Sample financial policies, all of which should be in writing and included in your Affiliate Group *Leader Guide,* are offered here. Draw up and/or revise your Affiliate Group's policies to fit the circumstances of the organization, federal regulations, and any state requirements. Suggested options are indicated *(in parentheses and italics).*

Fiscal Year

Identify the fiscal year on which the organization operates. The budget and all financial records are kept in accordance with these dates.

■■■■■■■
Sample Policy

Fiscal Year

The fiscal year of ________ AEYC shall be from ________ 1 through ________30 or 31, or such other 12-consecutive-month period as the board may designate.

BEST COPY AVAILABLE

Authority

The Affiliate Group governing board is ultimately responsible for the organization's financial solvency. Fiscal responsibilities usually are delegated as follows:

- **Policy**—The board is responsible for adopting written fiscal policies and cash management procedures to guide the financial activities of the group and provide oversight of those activities.

- **Implementation**—Day-to-day implementation of policies is assigned to a financial officer, typically the treasurer (for groups that do not have paid staff), or the executive director or administrator (for larger groups with staff).

- **Planning and monitoring**—These responsibilities are delegated to a Finance Committee under the direction of the treasurer, or the Executive Committee that includes the treasurer.

Regardless of how responsibilities are delegated, the board must demonstrate stewardship by regular review of financial reports, by attention to the proper implementation of the written fiscal policies, and by prudent and informed budget approval decisions. Record evidence of the board's involvement in the management of the organization's financial affairs in the minutes.

Sample Policy

Financial Officer

The treasurer *(or executive director or administrator)* shall serve as _______ AEYC's financial officer, implementing the financial policies of the Association.

Sample Policy

Finance Committee

The Finance Committee shall review all financial activity of the Association and report its findings and recommendations to the board. This body's responsibilities in the development of the budget are delineated under Section_______ of these policies.

Sample Policy

Execution of Instruments

All checks, drafts, bills of exchange, notes, or other obligations or orders for the payment of money shall be signed in the name of the Association by the financial officer *(or treasurer, president, or combination of these officers).*

Authorization for check signatures on _______ AEYC's checking account is on file at the bank with a minimum of two signatures: treasurer, executive director, or president.

All applications, written instruments, and papers required by any department of the United States government or by any state, county, municipal, or other governmental authority may be executed in the name of the Association by the financial officer *(or treasurer, president, or combination of these officers).*

Bonding

Organizations typically provide bonding for those people responsible for collecting cash when the anticipated collection is in excess of a stipulated amount. Bonding can be purchased through an insurance agent.

Sample Policy

Bonding

______ AEYC's financial officer *(treasurer)* and other appropriate persons shall be bonded.

Inurement

Nonprofit, service-oriented organizations must engage in business practices that convey fairness and avoid any appearance of impropriety.

Sample Policy

Inurement Prohibition

It is the policy of ________ AEYC that all governing board members and employees of ______AEYC shall avoid any impropriety or even appearance of impropriety in their dealings for or with ______AEYC. In accordance with this policy:

A. No governing board member or employee shall receive or accept, directly or indirectly, from any supplier, vendor, consultant, or other person or entity with which _____AEYC does or proposes to do business, any gratuity or other remuneration by reason of business done or sought to be done with______AEYC.

B. Whenever ______AEYC considers engaging the services of a member and plans to provide benefits to that member, financial or otherwise for those services, it should base its decisions on objective criteria unrelated to leadership or membership status, and should carefully document its decision process and rationale.

Accounting Records

A proper set of accounting records is essential for financial planning and fiscal accountability. These bookkeeping records of all income and expense transactions can be designed around functions (travel, printing, postage), programs (workshops, newsletter, public policy), or a combination of the two. A system that combines both of these concepts, and that addresses IRS reporting requirements, is recommended—functional expenses are recorded under the main program categories. Examples are in the Budget section of this chapter.

Inexpensive computer software packages are now available, some of which function much like keeping a checkbook. If computer record keeping is not an option, your Affiliate Group may need to obtain the services of an accountant or financial advisor to assist in setting up a system.

Sample Policy

Accounting Records

Under the direction of the Affiliate Group's financial officer, a proper set of accounting records shall be maintained according to generally accepted accounting practice.

Income and Investments

Income and investment decisions are guided by written policies on authority for setting dues, setting fees for services, acceptance of grants and contracts, parameters for appropriate fundraising activities and procedures, and delineation of appropriate instruments for the investment of funds.

Dues

Authority for setting dues is typically vested in the organization's board and is stated in the Association's bylaws, as in this sample:

> Membership dues shall be determined by the board. Any member who fails to remit his or her dues for the current membership

year within three (3) months of its start shall no longer be considered an active member.

Written board policy about the procedure for setting dues assures that awareness of a variety of factors is incorporated into the process.

■■■■■■■

Sample Policy

Affiliate Group Dues Structure

Dues for ______ AEYC membership shall be set by the governing board based on current costs and study of the value of membership services provided. Dues shall be as low as feasible to operate a viable, inclusive organization.

Regional, state, and community groups are notified in advance about any change in NAEYC dues. Affiliate Group dues for the next year are set by Affiliate Groups. Review your dues structure in ample time to notify NAEYC Headquarters of the Affiliate Group dues by June 1. The amount of dues is reported to NAEYC by the Membership Recruitment Committee chair on a form provided by NAEYC.

This information is then incorporated into the renewal notices mailed from national headquarters in September, before the beginning of the next membership year on January 1.

Services fees

Authority to set service fees is typically vested in the financial officer *(executive director or treasurer)*. In cases where recommendations come from different committees, such as the Program Committee, and the financial officer is not intimately involved in studying and managing the financial affairs, this function is better handled by a Finance Committee.

Common services for which fees are charged include
- workshops
- conferences
- newsletter subscriptions
- job banks

It is common practice to charge lower fees, or no fees, to members because these services are tangible membership benefits.

■■■■■■■

Sample Policy

Service Fees

Rates for ______AEYC services shall be set by the Finance Committee *(or executive director)* based on current costs and study of rates used by other associations for comparable services.

In the process of setting rates for ___ AEYC services and products, consideration is given to high-quality products, rates that are reasonable for target clients, and the provision of incentives to pay dues by giving reduced rates to members.

The primary purpose of ______ AEYC's activities is to provide high-quality services and products directed toward the mission of the organization at a cost that is reasonable for a majority of participants in the early childhood field. A secondary purpose of some organization-sponsored activities (e.g., conferences, exhibits) is to generate income for services that don't have the capacity to generate revenue (e.g., public education, public policy).

Checking and savings accounts

Provisions for establishing and maintaining accounts must be instituted by every Affiliate Group, regardless of the size of its assets. Larger groups with multiple functions and local or student chapters may have separate accounts for each; however, the Affiliate Group treasurer is responsible for annually collecting and reporting all information.

Brief information about investment accounts is provided later in this section on financial policies.

■■■■■■■

Sample Policy

Authorization for Accounts

The Association financial officer is authorized to establish, maintain, and operate appropriate checking accounts, savings accounts, and investment funds which shall be reviewed at each meeting of the Finance Committee *(or Executive Committee in small Affiliate Groups).*

Grants and contracts

Income from grants or contracts can greatly facilitate the work of an organization. The following principles are suggested to assure that the impact of such activities is positive rather than negative:

- Cash, from grants or contracts, is classified separately from the regular operating budget to prevent these funds from encumbering the more difficult task of managing expenditures for activities funded by fees.
- Cash, from grants or contracts, is used to accomplish the work defined in the agreement and is not used for the general operating expenses of the organization.

■■■■■■■

Sample Policy

Acceptance of Grants or Contracts

Board approval is required for the acceptance or modification of grants and contracts.

Criteria for the acceptance of grants or contracts include: the project to be supported by grant/contract funds is consonant with ______AEYC's mission and goals; if the project requires allocation of ______AEYC's resources either during or after grant/funding period, such resources are available and can be designated for this purpose.

No endorsement of commercial products or services is attached to the acceptance of funds.

Further information about grants and contracts is found in the reporting and accountability section later in this chapter.

Fundraising

Affiliate Groups determine, in writing, what forms of fundraising activities they deem as appropriate and constructive to the organization's mission and image.

■■■■■■■

Sample Policy

Fundraising

______AEYC fundraising will be limited to the following types of activities:

- acceptance of paid advertisements in the newsletter and conference program
- charges for exhibit space at conferences
- rental of mailing list for information related to early childhood education
- charges or donations received from benefits/concerts
- sale of Affiliate Group publications and resources
- sale of NAEYC resources or other early childhood education products

More detailed information about fundraising strategies is found at the end of Chapter 4 of this *Handbook.*

Investments and cash reserves

Sample policies for guiding investments and establishing cash reserves are provided here. Affiliate Groups are encouraged to seek technical advice with regard to managing investments and setting up cash reserve funds.

Sample Policy

Investments

______ AEYC funds are either deposited in federally insured accounts (FDIC or FSLIC) or in government backed instruments including Money Market accounts, Certificate of Deposit accounts, Treasury Notes, and Treasury Bills. Funds are deposited with staggered expiration dates to achieve cash availability required for the Association's pattern of uneven cash flow.

Cash reserves accumulate from revenues not used to fund activities for the year in which they were collected. Some of these revenues are restricted for specific future activities, as in the case of grants or contracts, and must be reserved for those specific purposes.

Sample Policy

Restricted Reserves

Cash received for specific grant or contract work that is not expended in a particular fiscal year is deferred to the future fiscal year and is captured in a grant/contract cash reserve for the explicit use to accomplish work required in the grant/contract agreement.

Other revenues result from a highly successful event such as a conference or fundraiser, and their future use is determined by board policy either as emergency reserves or expansion/project reserves.

Emergency reserve

All organizations need to build a cash reserve fund to cover operating expenses if projected income is not realized. As an example, for organizations that depend on annual income from a conference, a cancellation or interruption of the event from weather, an airline strike, or other disaster can cause a major shortfall in that year's projected income. Availability of cash in savings is essential to continued operation and investment in activities to produce future income.

Sample Policy

Emergency Cash Reserve

______ AEYC moves unexpended cash at the end of the fiscal year into an emergency cash reserve to have funds in savings to cover essential operating expenses in the event that projected income is not realized.

Use of cash in this reserve requires board approval and will be used to pay expenses for services rendered and for activities essential to continued operation and stimulation of future income.

Any operating surplus at the end of a fiscal year shall be transferred to the emergency reserve until the cash reserve balance achieves 25% *(or 50%)* of the immediate past year's operating expenses.

Expansion project reserve

Stable organizations fortunate enough to have a well-funded emergency reserve are wise to build another reserve for purposes of investing in expansion activities that cannot be funded out of the annual operating budget. Examples would be establishing an office, purchasing equipment, or starting a major new project.

Sample Policy

Expansion Project Reserve

______ AEYC captures excess cash (after funding the emergency reserve) in an expansion cash reserve to set aside cash for future expansion activities that are not feasible to fund out of the annual operating budget. Expenditure of these funds requires board approval.

Begin by saving a small amount each year, and setting a target dollar amount before expenditures can be made.

Expenditures

Decisions about expenditures are guided by written policies on

- routine payment authorization or co-authorization
- expenses that were not budgeted or exceed the approved budget
- bid requirements
- reimbursement rates and criteria for volunteers
- payment of honoraria

A sample payment request form is also provided later in this section of the *Handbook.*

Routine payments

Affiliate Groups that develop clear policies in writing free up valuable board and committee time—and emotional energy—which otherwise would be spent on debates about specific situations. Written policies establish a climate of fairness because the rules are established, known, and applied in all situations.

■■■■■■■

Sample Policy

Routine Authorization

Expenditures shall be authorized by the treasurer *(or executive director),* acting within the guidelines of the approved budget and the Association's fiscal management procedures. Analysis of current financial data is utilized in making final expenditure authorizations.

The future belongs to those
who believe in the beauty of their dreams.
—Eleanor Roosevelt

■■■■■■■

Sample Policy

Co-Authorization

Excepting certain routine and regularly occurring transactions as described here, co-authorization by the president and the treasurer *(or the treasurer and executive director)* is required for all disbursements and contracts exceeding $_________. Due to their routine nature, the treasurer *(or executive director)* acting alone may authorize contracts and disbursements of any amount related to routine staff payroll, taxes, and insurance.

■■■■■■■

Sample Policy

Unbudgeted or Over-Budget Expenses

In cases where the treasurer *(or executive director)* identifies a need to expend either unbudgeted funds or funds that would exceed the expense line item and when such action would not contribute to a deficit, the requirement for an official budget amendment is determined by two factors: 1) over-budget expenses that generate income do not require a budget amendment; and 2) unbudgeted or over-budget expenses that do not generate income only require a budget amendment when the increase exceeds _________% of the budgeted line item or annual program budget.

Bids

Affiliate Group written policy should specify criteria about when to obtain competitive bids. This practice can sometimes reap great savings because one vendor is more suited, capable, or interested in doing the particular job. Policy should not require that the lowest bid always be taken, because this could mean too great a compromise on quality.

Sample Policy

Bids

Bids must be obtained for expenditures in excess of $______.

(or)

Bids must be obtained for *(list the service or product, e.g., printing, audiovisual rental, space rental, conference registration processing).*

Sample Policy

Per Diem Rate

______ AEYC's per diem rate is $________.
Travel reimbursement is tourist class airfare.
Mileage reimbursement is $________ per mile, not to exceed tourist class airfare.

Reimbursement rates and criteria

Affiliate Groups must establish written policies about reimbursing expenses for volunteers who participate in the work of the organization by serving on boards, committees, or presenting at conferences and seminars.

Inclusiveness of boards and committees is hampered if participation requires travel, lodging, food, or long distance phone call expenses that not all volunteers can afford. For this reason, it is extremely important for Affiliate Groups to try to fund full, or at least partial, expenses for such activities and to administer this function in a fair and equitable fashion.

Sample Policy

Reimbursement Rates

______ AEYC's per diem rate is $________
______ AEYC's daily food rate is $_______
______ AEYC's lodging rate is $_________
______ AEYC's mileage rate is $_________
(some groups may require car pooling for mileage reimbursement)

Criteria for qualifying expenses, and who is eligible for reimbursement, should also be stated in the Affiliate Group's written policy. Some options are outlined on the next page.

Honoraria

Affiliate Group policy should set, in writing, the conditions for payment of honoraria and other related expenses. Consider revisions to this policy whenever all other policies are under review.

Sample Policy

Honoraria

______ AEYC will pay honoraria up to the amount of $_________ for keynote speakers and up to $_________ for major workshop facilitators. Total honoraria and travel expenses for one individual should not exceed $__________.

Expense Reimbursement Possibilities

Function	Eligibility options
Board meetings	Executive board Full board Representatives of liaison organizations
Committee meetings	Members attending all regular meetings (rare) Members attending meetings as specified in the annual budget—for a certain number of meetings annually as determined for each committee based on proposed or assigned work
State/regional/national conference	President Incoming president President's delegate
Conferences/workshops	Keynote speakers Major presenters All presenters Performers Registration workers

For Further Information

Dalsimer, J.P. (1991). *Understanding nonprofit financial statements: A primer for board members.* Washington, DC: National Center for Nonprofit Boards.

Foundation Center, The. (1994). *The foundation directory 1 and 2 and supplement.* New York: Author.

Insurance plans: Forrest T. Jones & Co., Inc. at (800) 821-7303 [in Kansas City, (816) 756-1060]

NAEYC Annual Conference

NAEYC. *How to obtain financial assistance for achieving accreditation*

NAEYC Leadership Conference

NAEYC. NAEYC Membership Action Groups Proposal Criteria and Information

NAEYC. *Resource sales handbook for NAEYC Affiliate Groups*

NAEYC Web Site: www.naeyc.org

Stevenson, M.F. (1995). *Fundraising for early childhood programs: Getting started and getting results (rev. ed.).* Washington, DC: NAEYC.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample

Payment Request Form

______ AEYC

Receipts must be attached for all expenditures

Name of committee/officer requesting payment ____________________

For (project/event) ____________________

Description of services or purchase	Amount
____________________	$ ________
____________________	$ ________
____________________	$ ________
____________________	$ ________
Total of payment request	$ ________

Make check payable to ____________________

Mailing address ____________________

Signature ____________________

Submit to: ____________________ AEYC Treasurer

Address ____________________

For Affiliate Group officer use only

Approved for payment by ____________________ on ____________

Paid with check # ____________ on ____________________

Charged to account # ____________________

Budget

Criteria for Effective Affiliate Groups

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Implement sound fiscal and business management practices.

Capitalize on the Affiliate Group's volunteer resources to achieve organizational stability and reach its goals.

Events are sponsored and planned congruent with the missions of NAEYC and the Affiliate Group and to generate revenue.

The Affiliate Group's planning incorporates sound management practices.
—ADP I-A-2e, I-D, I-D-1b, I-E-1, I-E-2

Budget development and adoption take place annually in NAEYC Affiliate Groups, but each organization continually reviews its financial status. Expenditures are adjusted as necessary. Past budget experience informs future financial planning.

Budgets of the most effective NAEYC Affiliate Groups are consistent with the mission and priorities of community, state, or regional Affiliate Groups and NAEYC. The Document Checklist (see Chapter 1 of the *NAEYC Affiliate Group Handbook*), indicates whether your Affiliate Group budgets for the past 5 years are maintained in your records and reflect prudent use of the Association's resources.

■■■■■■■■
Sample Policy

Budget

The treasurer of ________ AEYC, in consultation with the Finance Committee, develops the annual budget for approval by the governing board.

Responsibilities

Annual budgets are typically prepared by the treasurer (or executive director of larger Affiliate Groups) in consultation with the Finance Committee. The board approves the budget.

The Finance Committee, or Executive Committee, is also responsible for periodically reviewing projected and actual income and expenses. The committee meets frequently, and the treasurer reports its findings and recommendations at each meeting of the Affiliate Group governing board or executive committee. This review is especially important during periods of major revenue collection to be sure that all services can be sustained.

If income falls below expectation, or if expenses are running higher than budgeted, the Finance Committee (or executive committee) prepares budget modifications for board action.

Timelines

Establish an annual timeline for budget preparation that assures these functions occur in sequence:

1. All committees and officers project expenses and income for the coming year's activities

2. Finance Committee reviews past year's income and projects income for the coming year

3. Finance Committee receives proposals for new projects or initiatives

4. Finance Committee reviews all expenditure requests and works with specific committees to modify budgets when necessary

5. Board studies and approves the budget prior to expenditure of major funds

Financial Planning

Affiliate Groups rely on revenues from dues and fees for services to cover each year's expenses for the organization's programs and services. For purposes of planning and to ensure adequate income for all proposed activities, it is helpful to classify program activities into three categories:

- programs that generate funds for other programs (such as conferences, resource sales, interest earned on reserves and investments)

- programs that are fully or partially self-supporting (such as member services covered by dues, e.g., newsletter, workshops, governance)

- programs that do not usually produce revenue (including public policy, public education, Week of the Young Child)

By categorizing activities in this way, the Finance Committee and board are more likely to focus on the Affiliate Group's priorities and mission. They are also in a better position to make decisions about non-revenue producing activities that can be supported by the organization. This type of financial planning process may point the decision makers to types of activities for which grant funds or other fundraising efforts may need to be pursued.

A brief sample financial planning guide is included at the end of this section for Finance Committee use. Other forms are also provided to assist committees and the Finance Committee with the budget process:

- Committee expense projection guidelines
- Income projection worksheet
- Expense projection worksheet
- Budget summary

Expenditure Projections

Some expenses are most easily projected by using last year's actual cost as a basis for estimating the cost of the same or similar activity in the coming year. Factor in known price increases. Investigate the estimated cost for proposed new activities.

Income Projections

Project income for the next year by reviewing the previous year's experience. This strategy enables your Affiliate Group to maintain the annual rate of growth and helps prevent obligating additional revenues beyond that level.

Budget Approval

Prudent boards practice zero-based budgeting and do not approve expenditures in excess of projected income, unless cash carryover is available beyond the emergency and special project reserves.

Prudent boards design procedures to ensure that budgets are approved before the beginning of the fiscal year.

If proposed expenditures exceed reasonable income projections, the Affiliate Group board sets priorities and determines which programs can be funded. The Finance Committee prepares a clear presentation of the choices.

One possible strategy is to approve essential services and set provisional clauses for other projects. The provisional projects are funded only if income exceeds projections. For example, if the conference is

204

held early in the fiscal year and brings in more revenue than anticipated, the additional income would be used to fund one or more provisional projects.

In cases where the budget for the new fiscal year is not approved before the fiscal year begins, the board adopts a continuing resolution to cover the expenditure of funds at the same level as the past fiscal year for the weeks of the new fiscal year until the new budget is approved.

For Further Information

Dalsimer, J.P. (1991). *Understanding nonprofit financial statements: A primer for board members.* Washington, DC: National Center for Nonprofit Boards.

Foundation Center, The. (1994). *The foundation directory 1 and 2 and supplement.* New York: Author.

Insurance plans: Forrest T. Jones & Co., Inc. at (800) 821-7303 [in Kansas City, (816) 756-1060]

NAEYC Annual Conference

NAEYC. *How to obtain financial assistance for achieving accreditation*

NAEYC Leadership Conference

NAEYC. NAEYC Membership Action Groups Proposal Criteria and Information

NAEYC. *Resource sales handbook for NAEYC Affiliate Groups*

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Stevenson, M.F. (1995). *Fundraising for early childhood programs: Getting started and getting results (rev. ed.).* Washington, DC: NAEYC.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

205

Sample
Affiliate Group Financial Planning Guide

1. Delete any program expense not applicable to your Affiliate Group. List other expenses you anticipate.
2. Rank program expenses from most important (1) to least important.
3. Delete any income sources not applicable. List any other income you anticipate.
4. Draw a line from each program expense to all income sources that will be used to fund that expense.

Expense Categories

___Governance (board, committees, ADP, commissions, audit, legal)

___Newsletter

___Membership promotion and services

___Workshop(s)

___Conference

___Public education
    ___Week of the Young Child
    ___Directory of early childhood programs
    ___Publicity for activities
    ___Other

___Public policy

___Technical assistance and support
    ___States to local Affiliate Groups/chapters
    ___To programs

___Training of trainers (i.e., antibias, violence prevention, public policy, QCA, DAP)

___Awards (professional, service)

___Other

Income Sources

Dues (portion retained by Affiliate Group)

Newsletter subscriptions and ads

Resource sales
    NAEYC
    Affiliate Group
    Other

Workshop registration fees

Conference
    Registration fees
    Exhibit fees
    Program ads

Fundraisers

WOYC
    Sales
    Other

Grants
    MAG
    Other

Mailing list rentals

Donations

Other

________AEYC Committee Expense Projection Guidelines, FY_____

Line items	List your policies/guidelines	Activities requiring expenditures	Projected costs
Postage	Allowable postage rates (1st class, bulk) for committee's activities		
Clerical	Rate of reimbursement allowable for clerical tasks (membership processing, conference registration)		
Travel/ per diem	Reimbursement rates and policies for committee work		
Space rental	Policy regarding space rental for conferences, workshops, WOYC		
Equipment rental	Maximum rates for equipment rental (AV for workshops)		
Supplies			
Telephone	Type of reimbursable phone expenses		
Copying/ printing	Competitive bid policy for large printing jobs		
Honoraria	Policy on rates and eligibility for honorarium		
Hospitality	Guidelines for reimbursable expenses		
Other			

TOTAL $__________

207

______AEYC Income Projection Worksheet, FY____

	Past year's income	Next year's estimates	Income projections approved for budget
MEMBERSHIP DUES Total collected Minus dues forwarded to National State (if applicable) Regional (if applicable) Total retained			
CONFERENCE FEES Member registration Nonmember registration Exhibitor fees Advertisement fees			
WORKSHOP FEES			
NEWSLETTER/ BULLETIN FEES Subscription fees Advertiser fees			
FUNDRAISING Consignment fees from resource sales Affiliate Group publications sales Benefits, auctions Merchandising (T-shirts, tote bags) Individual contributions Corporate contributions Foundation contributions			
INTEREST ON SAVINGS			
TOTAL INCOME			

___AEYC Expense Projection Worksheet, FY___

Committee/ function	Postage	Clerical	Travel/ per diem	Space rental	Equipment rental	Supplies	Telephone	Copying/ Printing	Honoraria	Other
______ Past year expenses										
Requested expenses										
Approved expenses										
______ Past year expenses										
Requested expenses										
Approved expenses										
______ Past year expenses										
Requested expenses										
Approved expenses										

______AEYC Budget Summary, FY______

	Past year actual	Proposed for budget	Approved budget projections
INCOME (copy totals from Income Projection Worksheet)			
Membership dues retained			
Conference fees			
Workshop fees			
Newsletter/bulletin fees			
Fundraising			
Interest			
TOTAL INCOME			
EXPENDITURES (copy totals from Expense Projection Worksheet) List by function or item, as in these examples			
Function:			
Conference			
WOYC			
Newsletter			
Governance			
Item:			
Postage			
Clerical			
Travel/per diem			
Copying/printing			
TOTAL EXPENDITURES			
Income over (under) expenditures			

Financial Reports

Criteria for Effective Affiliate Groups

The Affiliate Group implements prudent financial policies that maximize use of volunteer resources in order to achieve the group's mission.

Financial policies enable the Affiliate Group to achieve ultimate benefit from income and expenditures and assure adequate reserves for emergencies or service expansions.
—ADP I-D-1, I-D-1a

Each committee keeps track of its expenditures. This can be done using a simple form such as the one provided here. Conference Committees and others with large budgets may need to develop a more detailed record-keeping system, or use an inexpensive computer software package.

Sample Policy

Financial Reports

Mid-year *(or quarterly)* financial reports are prepared by the ____ AEYC treasurer for Finance Committee *(or Executive Committee)* review. Following this review, the report is presented to the Affiliate Group board with the committee's comments and suggestions when relevant.

An annual financial statement is prepared by the _______ AEYC treasurer in conjunction with the Finance Committee at the close of the fiscal year. After the _____ AEYC board reviews the information, it is presented for audit.

The annual financial statement, prepared by the _______ AEYC treasurer and reported to the membership, is an audited statement. This report summarizes the organization's financial status.

Affiliate Group financial reports are generated from the accounting records. Computers can greatly simplify the reporting process. Four types of reports are prepared during the membership year:

- brief reports for each business meeting, indicating account balances and any outstanding bills
- mid-year/quarterly reports for board review
- annual statement for board review
- annual statement for the membership

Suggested policies for requiring mid-year and annual statements are provided in the box on the left.

For Further Information

Dalsimer, J.P. (1991). *Understanding nonprofit financial statements: A primer for board members.* Washington, DC: National Center for Nonprofit Boards.

NAEYC Code of Ethical Conduct and Statement of Commitment

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample Committee Accounting Form

_____________ Committee of ________ AEYC
FY____

Type of expense	Activity	Budget	Payments Date	 Amount	Balance in account
Postage					
Clerical					
Travel/ per diem					
Space rental					
Equipment rental					
Supplies					
Telephone/fax					
Copying/ printing					
Honoraria					
Hospitality					
Other					

Total_____________ __________ __________

216

Audits

Criteria for Effective Affiliate Groups

Financial policies enable the Affiliate Group to achieve ultimate benefit from income and expenditures and assure adequate reserves for emergencies or service expansions.
—ADP I-D-1a

NAEYC Affiliate Groups are encouraged to help avoid the risk of financial wrongdoing within the organization by conducting an annual audit. An independent audit—a detailed analysis of financial records—assures that your Affiliate Group's bookkeeping methods are appropriate and that records are accurate. Auditors examine typical transactions and review internal controls, accounting procedures, and financial reporting systems. Their primary job is to judge the accuracy of the organization's financial statements and report back to the board.

Financial records of NAEYC Affiliate Groups should be audited annually by:

- hiring a Certified Public Accountant (CPA),
- hiring a qualified accountant for nonprofit organizations, or
- appointing an audit committee of the board and/or membership.

If a volunteer audit committee is appointed, the members should be trained in auditing procedures by a CPA firm. Auditors are chosen by the board, and work with staff to prepare their report.

■■■■■■■■
Sample Policy

Audits

At the close of each fiscal year, an independent audit of ________ AEYC financial records shall be conducted in accordance with standard auditing procedures.

Three types of independent audits are available:

- Compilation audit—the lowest level of an audit. The Association provides selected materials for financial review to an independent auditing firm or representatives for review. There is no verification or cross-referencing.
- Review audit—the next level of auditing. An independent firm is given financial documents and other Association documents for review. It conducts an on-site verification and cross-references documents.
- Certified audit—the most detailed audit. Auditors conduct an on-site review and do an in-depth cross-referencing of all financial documents.

Choose the type that is most applicable to your Affiliate Group's financial activities. Affiliate Groups with fund transactions of more than $10,000 are wise to have a certified audit conducted at least when there is a change in the person who holds the office of treasurer.

When the audit is complete, the auditors report their findings directly to the board (or the board audit committee) and the staff.

A note of caution: An audit is a spot check of information, not an exhaustive review of all financial transactions. Auditors are not charged to uncover fraud. They rely heavily on management to provide information and documentation.

For Further Information

Dalsimer, J.P. (1991). *Understanding nonprofit financial statements: A primer for board members.* Washington, DC: National Center for Nonprofit Boards.

Johnson, S. (1993). *The audit committee: A key to financial accountability in nonprofit organizations.* Washington, DC: National Center for Nonprofit Boards.

Lang, A.S. (1993). *The financial responsibilities of nonprofit boards.* Washington, DC: National Center for Nonprofit Boards.

NAEYC Code of Ethical Conduct and Statement of Commitment

NAEYC Leadership Conference

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Grants and Contracts

Criteria for Effective Affiliate Groups

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.
—ADP I-E-2b

Additional income from grants or contracts can greatly increase the capacity for an organization to achieve its mission. Affiliate Groups that plan to receive grants or contracts establish policies regarding who has authority to request, receive, and execute grants or contracts on behalf of the organization. Information on writing grant proposals is in the fundraising section of Chapter 4 of this *Handbook*.

Typically, the president has authority to receive gifts on behalf of the Association, but in circumstances where services or obligations are expected of the Affiliate Group, board approval is required.

■■■■■■■

Sample Policy

Grants and Contracts

The ______ AEYC treasurer *(president or executive director)* is the responsible fiscal officer for all grants or contracts received by the organization.

Special considerations apply when contract obligations extend beyond the term of office for the board that approved the contract. However, because most boards are defined as "continuous," there is the implied requirement that successive officers are committed to the policies and obligations established by previous boards with regard to grants and contracts.

■■■■■■■

Sample Policy

Acceptance of Grants or Contracts

Board approval is required for the acceptance or modification of grants and contracts. Criteria for the acceptance of grants or contracts include: the project to be supported by grant/contract funds is consonant with ______AEYC's mission and goals; if the project requires allocation of ______AEYC's resources either during or after grant/funding period, such resources are available and can be designated for this purpose. No endorsement of commercial products or services is attached to the acceptance of funds.

Grant Criteria and Management

Criteria for accepting a grant or contract to originate a new program include:

- the project is consonant with your Affiliate Group's mission and goals
- if the project requires allocation of your Affiliate Group's resources either during or after the grant/contract funding period, such resources are available and can be designated for this purpose

- acceptance of funds does not imply or state any endorsement of commercial products or services
- the Affiliate Group is not required to provide primary insurance coverage for a meeting site

All projects funded by grants or contracts are tracked separately in your Affiliate Group's financial records. Although income and expenditures for major grants are reported separately, and may have a project year that differs from an Affiliate Group's fiscal year, grant records should be audited annually at the close of the Association's fiscal year.

Reporting and Review

Affiliate Groups follow the reporting procedures established by the funding body. Annual reports typically include:

- summary of the project's purpose
- review of the agreement, including any modifications or extensions
- a line item financial statement
- program report that reviews progress and describes how the grant is enabling the Affiliate Group to reach its goals

Contracts With Members

On occasion, a board member or other member of the Affiliate Group may negotiate a contract with the organization. Before any such contract is considered, the Association develops a policy to ensure fairness in the award process.

■■■■■■■

Sample Policy

Contracts With Members

The _____ AEYC governing board may, upon board vote, enter into a contract with a member to provide stipulated services to the Association. In negotiating such a contract, the board must clearly state the rationale for the choice of the contractor, make the contract a matter of public record, and agree to a written contract with the member.

For Further Information

Insurance plans from Forrest T. Jones & Co., Inc. at (800) 832-7303 [in Kansas City, (816) 756-1060]

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Stevenson, M.F. (1995). *Fundraising for early childhood programs: Getting started and getting results (rev. ed.).* Washington, DC: NAEYC.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Fundraising Strategies

Criteria for Effective Affiliate Groups

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Conduct activities to increase revenue and professional development events in a businesslike manner.

Events are sponsored and planned congruent with the missions of NAEYC and the Affiliate Group and to generate revenue.

—ADP I-A-2e, I-E, I-E-1

Benefits of Fundraising

The values of fundraising for your Affiliate Group usually include

- opportunities for members to work collaboratively and build stronger networks among themselves and within the community/state
- professional growth potential as members learn new skills and gain greater knowledge
- heightened Affiliate Group visibility within the profession which can lead to membership gains and even greater capacity to achieve the organization's mission
- increased credibility within the community/state
- greater long-term financial stability for the organization
- a permanent commitment to the Affiliate Group's financial well-being
- expanded options for the Affiliate Group to achieve its mission on behalf of the profession and young children and their families

A broader financial support base can make it possible for an Affiliate Group to make long-term commitments for key goals such as leadership development, for example, by offering scholarships, grants, or setting up a mentor system. Each new member brings new ideas, contacts, and enthusiasm.

221

Fundraising Policies

Your Affiliate Group fundraising policies and fundraising plan are congruent with NAEYC and your organization's missions. At a minimum, a fundraising policy should establish the authority to raise revenue above and beyond what is available from membership dues. Your Affiliate Group may also want to set forth clear policies about the types of events that are appropriate for a professional association in early childhood education.

■■■■■■■

Sample Policy

Fundraising

The ______ AEYC sponsors and plans events congruent with the missions of NAEYC and the Affiliate Group and to generate revenue.

Choosing Fundraising Strategies

Affiliate Groups often raise funds to expand efforts in improving professional development and public information. Your state or local organization establishes its own projects, strategies, and fundraising targets. Deciding *what* to do goes hand in hand with deciding *how* to raise the funds to accomplish the goal.

Six Steps to Organize a Fundraising Campaign

1. Decide what the Affiliate Group hopes to accomplish. What are the organization's immediate and long-range goals? What components of the Action Plan require additional funds? What are the group's most pressing needs?

2. Analyze your Affiliate Group's strengths, weaknesses, opportunities, and challenges. Refer to the Affiliate Group's Strategic Planning Tools in Chapter 3 of this *Handbook*. What is the group's corporate status? How much time, money, and human resources are available to commit to fundraising? Should a professional fundraiser be hired? Is the group prepared to employ staff to carry out the plan?

3. Identify likely strategies. Has the Affiliate Group considered grants? Special events? Annual giving? Capital campaigns? Federated campaigns? Deferred giving? Bequests? Memorial giving? Mail or telephone appeals?

4. Match the market with the strategy. What strategies are the best match for the Affiliate Group's capabilities? For the targeted needs? For the community/state? Which strategies complement, rather than compete with, allied fundraising efforts (such as organizations directly serving Affiliate Group members and their programs)?

5. Pinpoint promising sources of support. Who are your most likely donors? Individuals? Corporations? Foundations? Government? Who are possible volunteers? High school service clubs? Program families? College sororities and fraternities? Community service organizations?

6. Organize the campaign. Delegate responsibility to the committee or staff person who will carry out the campaign. Avoid duplication and over-solicitation. Establish checkpoints to review progress. Budget for expenses.

Fundraising is hard work, but the results of successful campaigns are indeed cause for celebration by your Affiliate Group's members, your community, and your state. Additional funds can make it possible to more thoroughly address all the goals that are indicators of organizational success. Before selecting the vehicles for your group, find out what local or state regulations apply, including insurance and permits.

Fundraising vehicles

NAEYC resource sales
Grants and contracts, including NAEYC Membership Action Group (MAG) grants
Affiliate Group publications sales
Merchandising—T-shirts, tote bags, note cards, recipe collections, buttons
Benefits—dinners, coffees, luncheons, dances, talent or fashion shows, tournaments, concerts, fairs, theater, sports events, toy or book sales—invite prominent people
Silent auctions
Corporate solicitations—for funds or donations of time or products
Holiday cards, calendars

For Further Information

Knappenberger, S. (1995). Keep the fun in fundraising. *Leadership 1995,* L-56–L-58.

NAEYC. How to Obtain Financial Assistance for Achieving Accreditation

NAEYC Leadership Conference

NAEYC. NAEYC Membership Action Groups Proposal Criteria and Information

NAEYC. (1999). *NAEYC Affiliate Group resource sales handbook*

Stevenson, M.F. (1995). *Fundraising for early childhood programs: Getting started and getting results (rev. ed.).* Washington, DC: NAEYC.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Resource Sales

Criteria for Effective Affiliate Groups

Sale of NAEYC and other professional publications generates revenue for the Affiliate Group.

—ADP I-E-1a

Fundraising through the sale of NAEYC books and posters is an exceptionally effective financial strategy. With very little investment in either time or money, an Affiliate Group can readily realize these and other benefits:

- familiarize Affiliate Group members with the vast array of NAEYC resources—including videos and brochures
- promote new materials immediately upon publication
- give potential members one more reason to join and attend every meeting
- acquaint members of allied professions with early childhood education's broad knowledge base
- offer sound information about young children to families
- establish a respected professional presence within the community
- promote continuous professional development
- earn 25% of the book and poster sales total—boost the income potential from conferences, workshops, and other events
- choose from two ways to sell: through consignment or simply by accepting prepaid orders
- expand the impact of a speaker's presentation by offering related materials
- offer a convenient way for people to purchase professional gifts to recognize achievement
- complement the efforts of every local, state, and regional Affiliate Group as well as national headquarters
- help reach your Affiliate Group's financial goals

Choose Your Sales Plan

NAEYC provides two ways for Affiliate Groups to sell its resources:

- direct sales
- prepaid orders

Affiliate Groups may choose one or both methods. NAEYC's materials sell themselves, although it certainly helps to be familiar with the titles and content in order to make recommendations to purchasers. See the *NAEYC Affiliate Group Resource Sales Handbook* (NAEYC, 1999) for details.

Order a Display Set

Upon affiliation with NAEYC, every new Affiliate Group may contract with national headquarters to receive a display set including one free copy of each NAEYC book and brochure listed in the current resource catalog.

To obtain a display set (if the Affiliate Group has not already done so), complete the Resource Sales Contract and submit it to national headquarters. NAEYC automatically updates display sets for groups with contracts as new publications are released.

In signing this contract, Affiliate Groups agree to these and other related provisions:

- to display and sell NAEYC resources at gatherings of early childhood professionals a minimum of once a year
- to hold the Affiliate Group Resource Sales Chairperson responsible for informing the treasurer of all resource orders

The display set becomes the property of your Affiliate Group and must be passed on to each successive Affiliate Group president or Resource Sales Chairperson. Maintaining an inventory of display copies, and perhaps a stock of books on consignment as well, requires a major commitment. The person responsible should have access to safe storage space and transportation for the materials.

Request Promotional Materials

Prepare to promote NAEYC resources during membership recruitment and at all group-sponsored events. Spread the word about NAEYC membership and resources by distributing free copies of NAEYC materials. Call NAEYC's Membership Services Department at (202) 328-2604 or (800) 424-2460 to order.

***Free* NAEYC Promotional Materials**

- resource catalogs
- Membership Services Guides
- all-coverage insurance fliers
- back issues (not current membership year) of *Young Children*
- accreditation brochures from the National Academy of Early Childhood Programs

---

Make Direct Sales

New books, materials written by speakers, and titles that relate to current local issues usually are best sellers at Affiliate Group events. Having the book available to take home adds to the appeal.

Place consignment orders for items to be sold directly at least 8 weeks in advance on the forms provided by NAEYC. Customers may then purchase the books or posters directly from your Affiliate Group, and the group retains 25% of the sale price.

Accept Prepaid Orders

All the group needs to use this method are display copies of books and the prepaid order forms provided by NAEYC. Payments are made to the Affiliate Group, and again 25% of the total book and poster sales are retained by the Affiliate Group. Orders are totaled and placed with NAEYC; materials are sent directly from NAEYC to the purchaser.

Attract Customers

Set up an attractive display area in a high-traffic, spacious area—sales booths tend to be very busy. Make sure that enough volunteers are on hand to

- set up the sales area
- answer questions about the materials and methods of payment
- take and verify orders
- provide security for the inventory of materials and cash received
- clean up and repack unsold items

In addition to the display copies of NAEYC's resources, some of the items to have on hand in the sales area include

- tables or display shelves
- NAEYC resource catalogs
- banners or posters calling attention to the location
- additional items offered for sale by the local or state Affiliate Group (such as totebags)
- a cash box for change, cash, and checks
- calculators
- receipts for direct sales items
- pens and pencils
- order forms
- masking tape, markers
- bags

Volunteers who work in the sales area enjoy the personal contact with customers and the opportunity to become more familiar with NAEYC's professional development materials.

Handling Sales Tax

In some states or other local jurisdictions, sales tax must be charged on certain items and/or for specific types of transactions. For example, video sales may be taxable, but not book sales. Direct sales may be taxable, but not mail orders. You may need to charge sales tax to individuals, but not to nonprofit organizations. Tax liability may also depend on whether your Affiliate Group has incorporated as a nonprofit 501(c)(3) organization.

Find out exactly what the sales tax laws are in your area. Obtain any necessary reporting forms, and set up an accounting system that volunteers and/or staff can easily use to track any sales tax to be collected and paid. If you have questions, be sure to obtain reliable information before proceeding.

For Further Information

NAEYC. (1999). *NAEYC Affiliate Group resource sales handbook*

NAEYC Web Site: www.naeyc.org

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

BEST COPY AVAILABLE

Seeking Contributions and Grants

Criteria for Effective Affiliate Groups

Other fundraising efforts are designed to support Affiliate Group goals.

Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.
-ADP I-E-1b, I-E-2b

Issues to Consider

Funds for ambitious undertakings, or to carry out special projects of any size, often are raised by writing letters or formal proposals to request donations. Proposals are often included in an Affiliate Group fundraising plan.

Before an Affiliate Group moves toward requesting grants, these are some issues to be resolved by its governing board:

- What will our Affiliate Group gain by seeking outside funding?
- What are the possible risks to the group in seeking outside funding? In undertaking the activity in question?
- How well is our Affiliate Group equipped to handle the paperwork, legal issues, staff supervision, and other aspects of such an undertaking?
- How thoroughly has the committee in charge developed the activity idea?
- What other fundraising approaches might be equally effective for raising the money needed?
- What local or state agencies, businesses, or foundations have funds available for this type of activity?
- What is the Affiliate Group's contingency plan if funds are denied?

In some cases, a simple letter may be sufficient. For other activities, detailed proposals are necessary.

Who Is Responsible?

Governing boards or executive committees are ultimately responsible and thus oversee the grant-writing process. The committee that will design and implement the project, such as Finance or Professional Development, expands on details of the activity identified in the Action Plan, drafts proposals, and identifies potential funding sources. The board then approves the final document and submits the proposal.

Writing the Request

Most of the information needed to prepare the funding request is the same material that is assembled during the affiliation process and reviewed during the Association Development Process (ADP).

Successful fundraising letters and proposals are succinct, well-organized, logical, and persuasive. Requests for funding—from a simple letter to a formal proposal—include these components:

- brief summary
- budget and resources
- purpose and evidence of need
- goals and objectives
- description of activities
- evaluation

Two samples—one of a letter, the other a brief proposal—are included here for organizations to adapt to individual needs. These materials are suitable for soliciting contributions from local or some statewide businesses, civic clubs, corporations, and foundations. Typical activities funded in this manner might include Week of the Young Child space rental, tuition for a series of workshops for professional development, and printing flyers for an outreach program.

Letters

A brief letter is often effective for relatively small endeavors. Be sure to tailor any request to a realistic assessment of your Affiliate Group's resources and the capabilities of the agency you are contacting. A neighborhood grocery store might provide juice to serve during a discussion group for families with new babies; that same store is less likely to cover production costs for a training manual.

Brief Proposals

Most foundations expect to receive a more formal proposal, as do groups receiving requests to fund involved undertakings. A brief proposal might ask for contributions to set up a scholarship fund for early childhood programs seeking accreditation through the National Academy of Early Childhood Programs, for example. A cover letter, written by the Affiliate Group president, indicates the nature and amount of the request.

Proposals generally contains these elements:

- *Title page:* Name of activity and group requesting funds.

- *Brief summary:* Details found in the Affiliate Group Action Plan are appropriate to include in this introductory section. Focus on the most convincing arguments and key aspects of the proposed activity.

- *Budget and resources:* Many funders want to know the cost before they read further. Use the financial section of the ADP Objective and Strategy Planning Form (in Chapter 3 of this *Handbook*) to prepare a realistic budget to support the planned activities. Indicate which items you are seeking funding for, commitments from other organizations, and the role of volunteers.

- *Affiliate Group's capabilities:* Cite similar successful efforts, volunteer expertise, and other resources. Letters of support might be attached to the proposal.

- *Purpose and evidence of need:* The rationale for the activity is stated on your Affiliate Group Action Plan. If the activity targets improvements in the organization or professional development, cite results of the Member Survey and/or Inclusiveness Planning Tool. Similarly, the Community/State Interview Process is the source for hard data to support the need for activities in the public policy and public education arenas.

- *Goals and objectives:* The Action Plan contains these statements. Be sure to describe outcomes in terms that communicate clearly to the reader, who may not have expertise in early childhood education. For example, it may be wise to describe *developmentally appropriate practice* in less technical language, such as *teaching strategies that are drawn from current knowledge about how children grow and learn.*

- *Description of activities:* State what the Affiliate Group will accomplish, timelines, and who is responsible for each facet of the activity. This information expands upon the material recorded on the Action Plan Worksheet. Committees engage in far more planning for this than is recorded within the proposal.

- *Evaluation:* Demonstrate how your Affiliate Group will assess progress and be accountable for implementation of the activity. The Action Plan includes evaluation procedures; the committee in charge further develops these strategies.

Sample
Letter to Request Local/State Contributions

On Affiliate Group letterhead

Date

Name of Contact Person
Name of Potential Funding Source
Address

Dear Ms./Mr. Contact Person:

We are writing to request your financial support for an extremely important effort to benefit families and children in our community/state. The _____AEYC seeks to state the name and purpose of your activity in one or two sentences. Your contribution of state your request: financial donation, time, materials, space will make it possible for us to achieve our goal.

Our local group is a nonprofit professional organization affiliated with the National Association for the Education of Young Children, which has more than 103,000 members nationwide. We recently completed a self-study to identify the most pressing professional (OR public policy and education needs) within our community/state. This self-study revealed that justify the need for activity in your community. Indicate that it does not duplicate efforts.

Our plan to accomplish our name of activity goal includes these steps, all to be fulfilled by volunteers within our community: outline tasks and timelines.

The _______ AEYC has successfully engaged in cite two or three major activities. Our members who have volunteered to oversee activity are list names and positions. They are experienced and knowledgeable about cite general qualifications. We plan to track our progress by briefly describe evaluation plan.

I respectfully request your serious consideration to support our endeavor. Please contact me if you have any questions. Your contribution, added to those of list one or two other donors, will make it possible for us to describe purpose. Your contribution for children and families is an investment in the future of our community and nation.

Sincerely,

President, _____AEYC

Encs. [such as budget, membership brochure, 501(c)(3) form to show nonprofit status, other evidence that your Affiliate Group deserves support]

Sample

Proposal to Request Local/State Foundation Contributions

Title page

Affiliate Group Name

Request for Assistance in Funding

Name of Project

Summary

______ AEYC is soliciting funds to state purpose and name of project and describe key aspects of it in one paragraph

We are requesting $__________ to describe in one paragraph the activities the funds will be used for

______AEYC recently completed a self-study that revealed justify the need for activity in your community with two or three convincing arguments

Budget and Resources

Provide details of expenditures for the project. Make sure everything mentioned in project description is included, such as expenses that fall under these categories:

Activity expenses

Equipment	$
Materials	$
Fees (legal/bookkeeping)	$
Salaries	$
Employee benefits	$
Space rental	$
Mailing list rental	$
Office supplies	$
Telephone	$
Travel	$
Printing/copying	$
Postage	$
Hospitality	$
Overhead	$

Funding sources

In-kind contributions from ______AEYC volunteers	$
________AEYC budget	$
Requested/received from name of source(s)	$

Capabilities of ______AEYC

The ______ AEYC has successfully engaged in cite experiences in two or three major activities.

Our members who have volunteered to oversee activity are list names and positions. They are experienced and knowledgeable about cite general qualifications.

Attach letters of support if appropriate.

Purpose and Evidence of Need

The purpose of name of activity is to describe rationale in one or two paragraphs. Cite findings from ADP and other relevant research.

Goals and Objectives

Describe the intended outcomes of the activity and its benefits to the Affiliate Group, the funder, your community, and children and families.

Description of Activities

Our plan to accomplish our name of activity goal includes these steps: Describe tasks for staff and volunteers and the timelines for each task.

Evaluation

Progress toward our goals, and the final outcome, will be assessed by briefly describe evaluation plan.

How to apply for a Membership Action Group (MAG) grant

NAEYC supports the Membership Action Group (MAG) grant program to provide a vehicle through which subgroups of NAEYC members can address early childhood topics. Specific purposes of the MAG program are

- to stimulate members to act on critical community issues involving young children, and
- to develop membership resources by using members' combined abilities to create better environments for young children.

NAEYC goals for MAG funding priority:

1. Build public awareness and engagement for improving quality, compensation, and affordability in early childhood programs.

2. Promote inclusiveness and appreciation for diversity in programs for young children and their families, early childhood organizations, and community organizations affecting young children and their families.

3. Promote equitable access to and appropriate use of technology among underserved groups of young children, families, and early childhood professionals.

4. Work to decrease the extent of violence in all forms in children's lives and/or enhance the ability of early childhood educators to help children cope with violence and assist families in dealing with violence through early childhood professional development.

5. Promote familiarity, understanding, and application of NAEYC's Code of Ethical Conduct among early childhood teachers and administrators.

Members interested in developing a MAG proposal should request an application and detailed information from NAEYC headquarters. Completed applications must be postmarked by *February 1* to be reviewed by the Membership Action Group Panel. To be eligible, applicants must have paid their NAEYC dues no later than December 31 of the previous year.

NAEYC offers Membership Action Group (MAG) grants to groups of current members. Applications are available each November from the office of the executive director (e-mail: exdir@naeyc.org).

Proposals to Foundations And National Groups

Affiliate Groups seeking funding from national foundations should refer to *The Foundation Directory* at the local library to identify foundations that fund your type of request. Ask for a copy of the foundation's proposal guidelines, and write your proposal according to those guidelines.

What If the Proposal Is Rejected?

If this happens, tactfully find out why (if the reason is not stated in the rejection), and act accordingly. Revisions or additional information may be necessary to comply with the funding source's requirements, for example, and should be submitted as soon as possible.

Other possibilities for rejection are that funds were exhausted for the budget year or that your type of request is not funded by that agency. Write a letter to thank the agency for considering your proposal, and to indicate your Affiliate Group hopes that its proposals will be considered again in the future.

Move quickly to submit a revised proposal to another funding source if recycling it is indicated. Much of the information remains the same, although you may need to adjust timelines and tailor the appeal to the potential funding source.

The most popular labor-saving device
is still money.
—Phyllis George

How Does an Affiliate Group Follow Up On an Acceptance?

If your request is accepted, immediately send a letter of thanks and begin to make the necessary business and activity arrangements. Mobilize the activity volunteers or staff. Publicize the donation if the funder agrees to do so—check or equipment presentations can make appealing photo opportunities if they are done on the premises of a child care facility, for example.

Be sure to add the funding group to the Affiliate Group's mailing list and keep the funder informed about the project's progress.

Two federal laws require that donations to 501(c)(3) organizations—gifts of $250 or more, or goods or services worth $75 or more—be acknowledged. Request a copy of IRS Publication 1771 for details. Nonprofit groups can be fined for failure to comply, and because the donor cannot claim the gift as a tax deduction, your pool of donors may be severely diminished.

For Further Information

Foundation Center, The. (1994). *The foundation directory 1 and 2 and supplement.* New York: Author.

NAEYC. *How to Obtain Financial Assistance for Achieving Accreditation*

NAEYC Leadership Conference

NAEYC. NAEYC Membership Action Groups Proposal Criteria and Information

NAEYC. (1999). NAEYC Affiliate Group *resource sales handbook*

NAEYC Web Site: www.naeyc.org

Stevenson, M.F. (1995). *Fundraising for early childhood programs: Getting started and getting results (rev. ed.).* Washington, DC: NAEYC.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Chapter 5

Membership Development and Retention

BEST COPY AVAILABLE

Chapter 5

Membership Development and Retention

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Establish and maintain a strong membership base that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.

—ADP Goal I, I-A

The missions of NAEYC and our Affiliate Groups can only be achieved through successful membership recruitment, inclusion, and retention at the local, state, and regional levels. Your Affiliate Group's achievements, and those at all NAEYC levels, depend on an active, growing, diverse membership within your geographic outreach area. Yet many Affiliate Groups leave member recruitment to chance, counting on word of mouth or a once-a-year membership drive.

NAEYC is a large Association, but many more members are needed if all levels of the organization are to achieve our goals. Successful membership recruitment depends on preparing and following an organized plan to cultivate an inclusive membership year round.

NAEYC Organizational Structure

A brief look at NAEYC's history and commitment to an inclusive membership sets the stage for efforts to reach out to, involve, and retain members. The organization's structure is defined by geographic boundaries, rather than interest groups, in accordance with NAEYC's mission to serve and act on behalf of the needs, rights, and well-being of all young children.

This inclusive structure encourages collaboration among all early childhood professionals in any community, state, and region. NAEYC Affiliate Groups that involve a wide range of experience—from emerging professionals to seasoned leaders—are best equipped to achieve our shared mission. Procedures for affiliation with NAEYC are reviewed in Chapter 1 of this *Handbook.*

Outreach

One Association leader, who was working at her Affiliate Group's resource sales booth at a conference, was surprised that some conferees asked what NAEYC was! It's important that members and potential members frequently be made aware of your Affiliate Group, its role within the national network of organizations, and its purpose.

In order to carry out a coordinated membership recruitment effort, your Affiliate Group needs people—starting with a Membership Recruitment Committee—to develop and implement an organizational outreach plan. Each year's successes are the foundation for creating another annual plan to achieve even greater growth and potential.

Involving Members

Membership campaigns come and go. High turnover rates in early childhood education means there are always potential new members coming on board and new challenges to be met to retain mobile professionals!

Recruiting members is just the beginning. Affiliate Groups that are on their toes see membership recruitment and retention opportunities as a process that entails communication and teamwork to maintain involvement for years to come. Volunteers are the heart of every NAEYC Affiliate Group.

Membership Processing

Details about handling new and renewal memberships round out this chapter on membership development and retention. Members expect timely receipt of membership benefits—which is only possible when dues are processed quickly.

Membership Development and Retention— Links With NAEYC and ADP

Effective Affiliate Groups constantly engage in membership development and keep members involved. The Association Development Process (ADP) provides self-study tools and a process to gather information. As part of this process, or during each year's annual self-study, Affiliate Groups draw up an Action Plan to assure that recruitment and retention of members remains a high priority.

Make Copies for Affiliate Group Leaders

Be sure these and other appropriate Affiliate Group leaders have access to copies of the pertinent sections of Chapter 5.

Copy These Membership Resources...	For Affiliate Group Leaders, Including...
NAEYC Organizational Structure	Board, Organizational Development Task Group, Membership Recruitment Committee
Outreach Plan	Organizational Development Task Group, Membership Recruitment Committee, Public Information Committee
Incentives to Recruit Members	Organizational Development Task Group, Membership Recruitment Committee
Reaching Out to Emerging Professionals	Organizational Development Task Group, Membership Recruitment Committee
Communication	Board, Organizational Development Task Group, Committee Chairs
Teamwork	Board, Organizational Development Task Group, Committee Chairs
Keeping Members Involved	Board, Organizational Development Task Group, Committee Chairs
Membership Processing	Membership Recruitment Committee Chair, Treasurer

NAEYC Organizational Structure

Criteria for Effective Affiliate Groups

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Establish and maintain a strong membership base that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.

—ADP Goal I, I-A

Individual members and geographic subgroups called Affiliate Groups are the heart of NAEYC's organizational structure. A brief review of the Association's structure is provided here to underscore the pivotal role that Affiliate Groups—defined by geographic rather than interest-group boundaries—play in reaching out to, and retaining, members.

This material is drawn from "NAEYC—Our Organization, Present and Future: Issues for Discussion" (May 1992 *Young Children*, pp. 69-71). Additional organizational history can be found in "NAEYC's First Half Century 1926-1976," (September 1976 *Young Children*, pp. 462-476) and available from NAEYC. For information about current NAEYC affiliation procedures, refer to Chapter 1 of the *NAEYC Affiliate Group Handbook* or check NAEYC's Web site: www.naeyc.org.

Organizational History

NAEYC was established in 1926 as The National Association for Nursery Education (NANE). NANE was structured as an individual membership association. This structure was maintained in the 1964 reorganization, which resulted in the name change to the National Association for the Education of Young Children.

Procedures for geographic subgroups to affiliate with the national association were first established in the late 1950s, but it was not until the 1964 reorganization that all members of an affiliating organization were also required to join NAEYC. Affiliating groups are also required to share goals similar to those of the national association; few additional requirements are applied. Affiliation has still allowed the local, state, regional, and national associations to retain relative autonomy. Maintaining individual group autonomy was important when affiliate procedures were first established, partly because many of the newly affiliating groups had large memberships and long traditions.

Commitment to Inclusiveness

NAEYC has a strong commitment to ensuring that its membership and governance structure is inclusive of all individuals working for and with young children and their families.

In addition to cultural and ethnic diversity, NAEYC seeks to include diversity in educational level, professional role, and work setting. Members may have little formal education or specialized training, or they may have a doctorate in the field. Members work with all ages of young children, from infancy to 8 years old, as well as with current or potential practitioners, parents, or others. All types of educational settings are encompassed, from center to family child care home to school, from technical training program to university.

This commitment to inclusivity and diversity contributes to the broad array of issues and concerns to which the organization must be responsive, both to the public and to members.

Affiliate Group Size and Capacity

The majority of Affiliate Groups that serve as a point of initial contact for members (i.e., the level at which membership is processed) are small in size. In 1992, more than a third of these groups (37%) have 50 or fewer members; more than 80% have 250 members or fewer. Small size often makes it difficult to sustain a group and provide a sufficient leadership pool. Despite the fact that most of the 450+ Affiliate Groups are small in size, the combined membership of small Affiliate Groups reflects a limited proportion of the total NAEYC membership. There are a handful of very large Affiliate Groups, so that 70% of all members join through one-quarter of all Affiliate Groups.

Effective implementation of many of NAEYC's current and planned activities requires strong local and state involvement. In addition, NAEYC's national visibility is prompting greater interest in the activities or beliefs of the local groups. Local and/or state groups are expected to be able to effectively address, from a local or state perspective, the issues that NAEYC is focusing on. This places additional demands on ensuring that Affiliate Groups have the capacity for effective implementation.

The volunteer nature of most groups also impedes the development of a strong local or state presence. The current size of most groups makes it difficult to sustain an office staff. Some state groups are working with paid staff, typically on a contractual basis, as the most efficient management mechanism for their group.

Dues are typically collected at the local level (except in states with only a state Affiliate Group) and then transmitted to the national office (and other levels as needed). Only a handful of groups employ paid staff to handle membership processing. This means that volunteers must take on a cumbersome but vital task. Membership must be processed at multiple levels before members receive any benefits. This fact, combined with the bimonthly publication of the journal *Young Children* (the one membership benefit provided to all members), means that several months may pass between the time that the member pays and the time she or he receives *Young Children*.

There is no standardized Affiliate Group structure. Although there are regional, state, and local groups, any one site may include any mixture of these multiple groups. California has an additional layer of structure in which local groups are affiliated with sections within the state.

The complexity of the Affiliate Group structure is most evident in dues collection. Dues can vary significantly, from $18 to $40 annually for a regular member, depending on the number of groups and the services offered at any one site. Additional dues may be collected in sites in which there are local chapters of state Affiliate Groups not directly affiliated with the national level. The multiplicity of groups an individual member joins and the fact that the combination is not necessarily the same from one site to another contributes to significant misunderstandings on the part of members and the public.

Individual Membership Base

NAEYC is an individual membership association; the underlying principle for decision making is "one member, one vote." Board members and officers are elected by membership at large; they are not chosen to represent a particular region or interest.

Affiliate Groups are the only formal mechanism that NAEYC offers for subgroups within the organizational structure. Over the years, however, a number of special interest groups have been established within the field, such as those on resource and referral, school-age child care, and employee interests. Some special interest groups (typically reflecting a content area) have formed separate organizations; others (typically reflecting an individual characteristic) have formed caucuses but not a separate organization. There are no rules as to what constitutes a caucus or a special interest group, nor are there formal linkages to the national organization.

NAEYC stresses the need for input into decision making and offers a variety of formal and informal mechanisms for individual members to communicate with the board and with headquarters. There are no formal mechanisms to provide input or representation based on the collective concerns of subgroups. Some (but not all) Affiliate Groups and special interest groups have used existing forums (designed primarily for individual members) to air their collective concerns.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Outreach Plan

Criteria for Effective Affiliate Groups

The Affiliate Group actively recruits, retains, and involves members from diverse groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.

An outreach plan is developed each year to address barriers to inclusion.

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Independent Members are encouraged to join the Affiliate Group.

Affiliate Groups nurture and reach out to members to encourage them to renew.
—ADP I-A-2, I-A-2d, I-A-2e, I-A-2g, I-A-2h

NAEYC is the largest early childhood professional association. However, we have only begun to reach our full potential. Many more members are needed to achieve and maintain our goals of improved early childhood programs for all children.

Use the perceptions and insights collected during your annual self-study and the Association Development Process (ADP) to help identify Membership Recruitment Committee members. In turn, the committee bases its Affiliate Group outreach plan largely on the perceptions and data contained in self-study results, especially the Inclusiveness Planning Tool. You can then offer and market services to the groups you want to attract.

■■■■■■■
Sample Policy

Organizational Inclusiveness

______ AEYC is committed to building and maintaining a strong, diverse, and inclusive organization that enables our Affiliate Group to achieve its mission on behalf of children, families, and professionals in early childhood education.

Adopt an Inclusiveness Policy

Strong organizations cultivate inclusiveness in their membership and leadership. Many Affiliate Group mission statements establish the intent to build and nurture an inclusive organization. A formal policy on inclusiveness strengthens members' resolve to improve the group's effectiveness.

Establish a Membership Recruitment Committee

Individuals to Appoint

The inclusiveness of the people appointed to your committee, and the outreach plan that committee develops, are clear indicators that your Affiliate Group is engaged in deliberate efforts to build a more inclusive membership.

Include individuals from different groups so that the committee is a microcosm of what your Affiliate Group membership ***should*** be. Inclusive representation ensures the Affiliate Group can draw on a broader range of expertise and contacts to enhance membership growth. These pointers apply to the Membership Recruitment Committee (and all other Affiliate Group committees) and will eventually result in progress toward recruiting and retaining more diverse membership and leadership at all NAEYC levels.

Select Strategies to Inform the Process

During the Association Development Process (ADP), at least three Task Groups complete the Inclusiveness Planning Tool. Affiliate Groups are encouraged to use this tool as part of their annual review as well.

Some of the barriers to membership diversity in your local or state Affiliate Group will be identified during this self-study process. The Membership Recruitment Committee may want to do additional preliminary research to define the problem, collect information, understand what people think, and/or seek recommendations for the Affiliate Group outreach plan.

Benefits of Membership Inclusiveness

- Opens opportunities for members to learn from each other's wider experiences
- Increases members' awareness about different perspectives and new alternatives
- Strengthens collaborative partners' skills and success
- Broadens opportunities for members and the organization to pursue higher goals
- Fosters a proactive, rather than a reactive, approach

Affiliate Groups who understand the membership market are more successful at member recruitment and retention. These are just some of the possible methods for carrying out background research:

- *Brainstorming*—share ideas about membership recruitment such as target audiences or strategies

- *Study group*—gather demographic data, survey local programs, interview nonmembers

- *Focus group*—find out what people think about a specific issue or topic. The leader is a good listener who asks open-ended, thought-provoking questions. A focus group on barriers to membership diversity might be drawn from under-represented populations or from non-renewing members. A videotape of a session can be studied again and again, to better understand the feedback.

Draw up a list of questions such as those on the next page and then search for answers. Use these market research findings to assist your Affiliate Group in making decisions about areas including:

- program activities
- member services
- communication efforts
- how much to charge for dues
- goals for increasing membership

How to Coordinate Efforts

One member of the Membership Recruitment Committee should be designated as liaison to the Affiliate Group's Program Committee. Coordination and communication between the Membership and Program Committees helps to ensure that your Affiliate Group offers activities that will attract members of the different populations.

Much of what is learned during the membership planning process may also be valuable to other governing bodies or staff members within the Association, including national headquarters. Be sure to communicate applicable information to all the pertinent levels in the Association!

Prepare and Implement an Outreach Plan

The Membership Recruitment Committee acts as an Affiliate Group's marketing department. Marketing is a continuous process to sell something, in this case, Association membership and services. The Affiliate Group's outreach plan helps to fulfill, and complement, the Affiliate Group's Action Plan and mission.

Questions to Ask About Your Affiliate Group

Before Preparing an Outreach Plan

Market Research Questions	Suggested Information Sources
How many people in your Affiliate Group's geographic outreach area are potential members? Who are they? What do they know about NAEYC? About your Affiliate Group? National services? National accomplishments? Local accomplishments? Why have they not joined? What barriers did they encounter? What initiatives or benefits would convince them to join? What kinds of public relations materials does your Affiliate Group have to promote membership benefits?	Lists of licensed facilities and family child care homes from licensing bureau Child Care R&R agency contacts Yellow Pages (listings for Child Care Service and Schools) Staff directories of schools and colleges Rosters of students and faculty in early childhood education preparation programs Affiliate Group mailing lists (conference, exhibits, allied professionals) List of accredited programs in your area Inclusiveness Planning Tool CDA candidates and credential holders Week of the Young Child participants Member referrals Service organizations such as YMCA, YWCA, Red Cross, hospitals
What kinds of services are early childhood professionals seeking? What do other organizations offer that are attractive? Are opportunities for early childhood educators growing or shrinking?	Member Survey Affiliate Group Leader Interview
Which services are most attractive to your members?	Member Survey Evaluations of Affiliate Group activities such as conferences Unsolicited comments
Which groups are not well represented in your Affiliate Group membership or leadership? Which groups can we attract?	Inclusiveness Planning Tool
Why do nonmembers choose not to join?	Interviews with nonmembers in Community/State Interview Process Inclusiveness Planning Tool
What inclusiveness strategies could remove barriers and enable the Affiliate Group to recruit and involve a more diverse group of professionals?	Inclusiveness Planning Tool
Why do some members choose not to renew? What is your ratio of recruitment/retention and discontinuation?	Exit interviews Interviews with former members Unsolicited comments

Build Support Within the Affiliate Group

Members of professional groups probably all agree that organizations are strengthened by large membership bases. Most realize that inclusive organizations draw upon a greater pool of talent. They know that welcoming differing viewpoints, geographic areas, professional roles, and other member attributes results in productive innovation.

Even groups that have a long history of welcoming diversity benefit from open and ongoing discussions about organizational climate and its relationship to membership recruitment and retention. The Membership Recruitment and Program Committees can plan efforts designed to build awareness about, and a continuing commitment to, organizational inclusiveness.

"Developing a diverse board is a commitment to creating a process and a climate that is inclusive and works for everyone," observes Rutledge (1994). Agreeing upon policies regarding inclusion and outreach can stimulate action.

■■■■■■■

Sample Policy

Outreach

_____ AEYC is committed to embracing a commitment to membership diversity. Each year the Membership Recruitment Committee will develop an outreach plan to reduce or eliminate barriers and identify effective recruitment strategies.

Reduce or Eliminate Barriers

Information gathered during an Affiliate Group self-study such as the ADP and by the Membership Recruitment Committee leads to action. Use what you learn to form a rationale for reducing or eliminating barriers to active membership. These barriers are common ones that Affiliate Groups regularly address:

- transportation
- meeting times
- location of meetings
- interests
- career paths
- professional development opportunities
- leadership preparation

Identify Effective Strategies

Affiliate Groups choose outreach techniques they believe are most likely to be effective in increasing membership. Task Groups that complete the Inclusiveness Planning Tool during the ADP give the Membership Recruitment Committee a head start on identifying some inclusiveness strategies and the names of professionals to involve. Review these results to identify gaps and better understand the potential membership pool in your community or state.

Many Affiliate Groups recruit new members through the sale of NAEYC resources at events such as workshops and the Week of the Young Child. By selling NAEYC resources, your Affiliate Group helps to get affordable, useful resources into the hands of those who work with young children in your area. We are convinced that these first-rate resources for early childhood professionals translate into improved program quality.

A few other recruitment strategies to consider are included here. Add others that are most effective in your community and state as you formulate your Affiliate Group's outreach plan.

Establish Goals to Recruit Inclusive Members and Leaders

A minimum of 30 to 50 members is required for an Affiliate Group to maintain its status with NAEYC. Beyond that minimum, Affiliate Groups select their own membership growth and inclusiveness goals.

These are some of the inclusiveness criteria for *members and leaders* identified in the Inclusiveness Planning Tool:

- culture/ethnicity
- age/gender
- geographic location
- sponsor of employers' programs
- age groups with whom members work
- professional positions

If the tool or other self-study research reveals gaps in membership or leadership inclusiveness, concentrate on reaching out to specific groups, such as family child care providers or students. With each new member, the networking possibilities—and potential leadership pool—increase within that professional community.

Set goals that are ambitious, achievable, and involve as many people as possible in the recruitment process. "It's unrealistic to expect to achieve much more than a 60% market penetration of your primary membership group," advises Jay L. Schiavo, director of membership and marketing for the National Court Reporters Association. He notes that "Some people just do not join associations!"

A state Affiliate Group president advises that many people have to be approached three times before they will join a group. Each time you make a contact, NAEYC and local membership is more valuable than before!

For Further Information

Faulkner, M.L. (1989). *Attracting, organizing, and keeping members.* Washington, DC: American Society of Association Executives.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

Local, state, and regional membership brochures

NAEYC. (1999). *NAEYC Affiliate Group resource sales handbook*

NAEYC Early Childhood Resources Catalog

NAEYC Leadership Conference

NAEYC Membership Services Guide

NAEYC Web Site: www.naeyc.org

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: Center for Nonprofit Boards.

Sirkin, A.F., & McDermott, M.P. (1995). *Keeping members: The myths and realities.* Washington, DC: American Society of Association Executives Foundation. E-mail: books@asae.asaenet.org.

Warner, L. (1998, Summer/Fall). Strategies to strengthen SECA Affiliate Groups: Recruiting and retaining members. *Dimensions of Early Childhood, 26*(3&4), 37.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Membership Outreach Strategies

Membership Growth Goal	Possible Recruitment Strategies
Recruit new members	Warmly welcome potential members to meetings—appoint greeters, offer orientation
	Develop and distribute a marketing package
	Conduct a direct-mail solicitation to staff of licensed programs, follow up with a personal contact
	Display and sell NAEYC and Affiliate Group resources at events sponsored by allied organizations as well as the Affiliate Group
	Ask each member to recruit a colleague, then use a buddy system for attending meetings (if one can't attend, the other reports back to the buddy)
	Speak to classes at high schools and colleges on the importance of professional development and networking
	Establish an Affiliate Group Web site
	Contact elementary school staff, drop off membership materials, send meeting announcements, make personal contacts
	Elect and appoint diverse Affiliate Group leaders
	Place membership packets at child care R&R agencies, libraries, and other public places
	Offer incentives to join, such as reduced conference rates
	Ask NAEYC for a list of Independent Members in your outreach area—they're familiar with NAEYC, so explain the advantages of local membership and invite them to a meeting
	Announce meetings on topics of interest in local publications, flyers, posters, conference programs
	Plan an event with one or more allied organizations
	Seek media coverage for Affiliate Group events
	Establish a speakers' bureau to increase involvement in the community
	Obtain a list of accredited centers in your area from NAEYC, write a congratulatory letter and enclose a membership package

Incentives to Recruit Members

Criteria for Effective Affiliate Groups

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Independent Members are encouraged to join the Affiliate Group.

New members are contacted within one month to welcome them to the Affiliate Group and identify their needs and interests.

—ADP I-A-2e, I-A-2g, I-A-3b

A membership marketing package calls attention to the advantages of NAEYC Affiliate Group membership, and can be a very effective marketing tool. Use these resources from earlier chapters in this *NAEYC Affiliate Group Handbook* to help prepare and use your package wisely:

- conclusions drawn from the Inclusiveness Planning Tool
- feedback from the Member Survey conducted during the Association Development Process (ADP)
- guidance from the Affiliate Group Leader Interview
- boundaries identified through the Community Outreach Locator
- responses to the Community/State Interview Process
- challenges pinpointed in the Criteria Rating Form

What Goes Into a Membership Marketing Package?

It does not need to be fancy or slick, but should be colorful, professional, and clearly spell out what NAEYC and your Affiliate Group do and why. Feature the benefits of membership, tangible and intangible. Community, state, regional, and national offer a tantalizing variety of membership incentives.

Even the smallest Affiliate Groups create appealing flyers, posters, and other print materials using desktop publishing resources—computers and easy-to-use software, computerized images, attractive papers—at a fraction of the cost groups used to pay for typesetting and printing.

Include these or similar promotional items developed by your Affiliate Group in your membership marketing package:

- local or state membership brochure—your mission, benefits of membership, information about local activities
- details on how to join—dues, contact information for membership chair
- issue of your newsletter
- last year's activity schedule and/or conference program

Reprint "Why Join NAEYC?" (found in this section of the handbook) in all Affiliate Group publications. In addition, for your membership package, NAEYC can provide—at no cost—these items that highlight a wide array of national membership incentives:

- NAEYC Early Childhood Resources Catalogs
- membership brochures
- insurance fliers
- credit card applications
- back issues of *Young Children*

How to Distribute the Membership Package

Draw up a list of names of individuals from various target audiences. Call upon each member's experiences and contacts. Ask Affiliate Group members to distribute membership packages to colleagues. Request NAEYC's mailing lists of Independent Members and accredited programs in your area.

Mail or hand deliver packages to potential members. Follow up with a visit or phone call, and an invitation to attend the next Affiliate Group event. Put membership items on display in places early childhood educators frequent—art supply stores, recycling centers, libraries. Include them in conference folders and at teacher inservice programs in public schools.

Rely on the Web to Entice Members

Urge potential members of your Affiliate Group to explore NAEYC's Web site—www.naeyc.com—where they will have easy access to

- NAEYC catalog of resources, searchable by key word descriptors with an order form on line
- NAEYC accredited centers, searchable by city/state/ZIP code
- NAEYC position statements
- Information on NAEYC conferences
- List of Affiliate Group conferences
- Index of *Young Children* articles, searchable for the past 10 years by key word descriptors
- *Early Years Are Learning Years* news releases on child development and early education, posted twice monthly and available to download
- Public policy updates and alerts

Point out that there are also special features on NAEYC's Web site for members only:

- NAEYC Association business
- The Discussion Forum: A bulletin board area accessible internationally where individual members can ask questions, explore topics, and post responses
- Search of NAEYC Career Forum, with postings of career opportunities
- Direct links to Web sites of related, national early childhood organizations

Where to Seek Potential Members

- advocacy organizations
- campus-based programs
- CDA programs
- children's homes
- colleges (baccalaureate and advanced degree candidates, faculty, lab school staff)
- community-based professional preparation programs
- community colleges (staff and students)
- consulting groups
- early intervention programs
- employer-assisted programs
- family child care homes
- family support programs
- government agencies
- Head Start and Migrant Head Start
- high school/vocational programs
- hospitals and other health care facilities
- independent NAEYC members in your geographic area
- media
- military programs
- parent education programs
- policy makers
- private for-profit programs/schools
- private nonprofit programs/schools
- public school kindergartens and primary grades, including special education
- school administrators/coordinators (curriculum directors, psychologists, principals)
- religious-sponsored programs
- local/state/federal government agencies (education, school board, licensing, social services, health department)

Membership Recruitment—Make It Comprehensive!

When you go out to generate new members, make it comprehensive—that is, use NAEYC's comprehensive membership to attract parents, professionals, and others in your community. Comprehensive membership includes all regular membership benefits plus outstanding new books on critical issues in early childhood education as soon as they are released by NAEYC.

For Further Information

Faulkner, M.L. (1989). *Attracting, organizing, and keeping members.* Washington, DC: American Society of Association Executives.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

NAEYC. *Celebrating early childhood teachers* (video)

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

NAEYC Early Childhood Resources Catalog

NAEYC Leadership Conference

NAEYC Membership Services Guide

NAEYC Web Site: www.naeyc.org

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Rutledge, J.M. (1994). *Building board diversity.* Washington, DC: Center for Nonprofit Boards.

Sirkin, A.F., & McDermott, M.P. (1995). *Keeping members: The myths and realities.* Washington, DC: American Society of Association Executives Foundation. E-mail: books@asae.asaenet.org.

The Affiliate quarterly newsletter

Warner, L. (1998, Summer/Fall). Strategies to strengthen SECA Affiliate Groups: Recruiting and retaining members. *Dimensions of Early Childhood, 26*(3&4), 37.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Why Join NAEYC?

1. As an NAEYC member, you support a variety of professional activities to improve the quality of early childhood programs.

- **Accreditation** by the National Academy of Early Childhood Programs
- Respected **position statements** to guide policies and practices relating to developmentally appropriate care and education for *all* young children, early childhood curriculum and assessment, compensation, professional preparation, and violence in the lives of young children
- Print and video resources for professional development, including the prestigious journal ***Young Children***
- NAEYC's **Annual Conference**—one of the nation's largest educational conferences
- **National Institute of Early Childhood Professional Development,** working to improve the quality and consistency of early childhood professional development opportunities
- **Week of the Young Child,** focusing public attention on the rights and needs of young children
- Information and resources through the NAEYC **Information Service**
- Informed advocacy efforts to gain support for high quality early childhood services at all levels of government and in the media through the **Public Affairs Division**

2. As an NAEYC member, you have networking opportunities through local, state, and regional early childhood organizations affiliated with NAEYC.

- Activities sponsored by NAEYC Affiliate Groups vary, but typically include conferences, workshops, newsletters, Week of the Young Child events, and more!
- National dues are reduced for Affiliate Group members; your total dues payment reflects dues for all the affiliated organizations to which you belong—including local, section, state, and regional groups—depending on how your state is organized.
- For information about your nearest Affiliate Group, contact NAEYC's Membership Services at (800) 424-2460, (202) 232-8777, or e-mail: membership@naeyc.org

3. As an NAEYC member, you receive valuable membership benefits.

- Six issues of ***Young Children*** each year, packed with the latest developments in early childhood education, practice, research, and theory
- **Voting rights** in NAEYC elections to help shape the future of the early childhood profession
- **Reduced registration fees** at the NAEYC Annual Conference
- **Reduced subscription rates** for the *Early Childhood Research Quarterly*
- **Updates** on early childhood bills in Congress and other public policy information through the Public Affairs Division
- Opportunities to participate in a variety of **insurance plans** designed to meet the personal and professional needs of early childhood professionals—including health insurance and professional liability
- Opportunities to join an NAEYC-sponsored **credit card** service

Comprehensive members
also receive six books immediately upon publication during the membership year.

Life members
receive their NAEYC benefits for life.

Reaching Out to Emerging Professionals

Criteria for Effective Affiliate Groups

Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

New members are contacted within one month to welcome them to the Affiliate Group and identify their needs and interests.

—ADP I-A-2e, I-A-3b

Emerging professionals—students from area colleges, universities, and high schools as well as CDA candidates and caregivers in entry-level positions—add an important dimension to membership inclusiveness and professionalism. Their eagerness to learn can be infectious. Their energy and original perspectives bring new life to the organization.

Encourage Entry-Level Members

Affiliate Groups have found success using these and similar incentives to encourage students and other emerging professionals to become active members:

- offer discounts on fees for Affiliate Group activities and resources
- set up coaching or mentoring opportunities
- encourage mentors to pay all or part of the first year of a student's membership dues
- provide transportation to events
- establish emerging professional representation on boards and committees
- grant scholarships for college credit, workshops, and CDA preparation
- announce meetings and other events on campus radio and television stations, and in campus newspapers
- include professional preparation leaders and program directors as program planners and conference speakers
- urge college faculty to grant extra credit for student participation
- invite child development/early childhood classes to sponsor a booth at the Week of the Young Child celebration
- offer small, competitive research grants to members (encourages graduate students)
- hold meetings or events on campus or in program facilities

Promote NAEYC's Web Site

Newcomers to the field of early childhood or to your area are likely to find NAEYC's Web site—www.naeyc.com—particularly attractive. Encourage potential members to explore the site, and point out that many more features are available to them after they join your Affiliate Group.

Many Affiliate Groups are also developing their own Web sites, and may find this route a fruitful method for attracting members. Communication on the Internet may be especially welcomed in rural or large metropolitan areas where travel is an issue.

Sustain Involvement

Emerging professionals are likely to have lots of questions as they engage in field experiences and apply their new skills. Regular contact with at least one Affiliate Group member will assure an anchor is always available to help refine ideas, listen to frustrations, and share early successes.

Well-planned strategies for involving members are especially important to implement with those who have just become part of our growing, exciting field. Most of the ideas (in the next section of this *Handbook)* on involving members are especially important to implement with emerging professionals.

For Further Information

Faulkner, M.L. (1989). *Attracting, organizing, and keeping members.* Washington, DC: American Society of Association Executives.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

NAEYC's Web Site: www.naeyc.org

Warner, L. (1998, Summer/Fall). Strategies to strengthen SECA Affiliate Groups: Recruiting and retaining members. *Dimensions of Early Childhood, 26*(3&4), 37.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Member Involvement...

Communication

Criteria for Effective Affiliate Groups

The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

Members are actively encouraged to participate in long-range as well as annual planning to review the group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met.

Linkages between program activities and the Affiliate Group's mission, goals, and objectives are frequently communicated by the group's leaders.

Members are encouraged to reflect upon their experiences with the Affiliate Group and NAEYC and to offer specific suggestions to improve membership services.

A mechanism is in place to receive and respond to questions and concerns from members.

The Affiliate Group encourages communication from and among members.

Board members and officers are accessible and attuned to members' needs and interests.

Publications keep members abreast of Association events, board actions, changes in regulations, legislative initiatives, and other pertinent information.

Frequent personal contacts maintain links among members, Affiliate Groups, and NAEYC.

—ADP I-A-1, I-A-1b, I-A-1c, I-A-2i, I-B-2g, I-G-1, I-G-1a, I-G-1b, I-G-1c

Professional networking is a valued benefit of membership in Affiliate Groups. Many early childhood educators are eager for adult contacts. Clear, frequent communication among members helps to establish a friendly atmosphere in which informed collaboration and shared ownership of the Affiliate Group's mission can be nurtured.

Sample Policy

Communication

Frequent formal and informal communication is encouraged within and beyond the leadership and membership of _____ AEYC. A variety of professional networking opportunities are provided to increase the sense of shared ownership within the Affiliate Group.

Your Affiliate Group's capacity to create a welcoming environment may be revealed in the comments on the Member Survey and the Affiliate Group Leader Interview used in the Association Development Process or other self-study efforts. Use this information to identify ways to improve communication and networking among members and the organization. A policy such as the one on the left, and related procedures, formalizes your organization's commitment to communication.

Set the Stage

Leaders help members, potential members, and guests make the most of Affiliate Group networking opportunities. Encourage people to attend, and then make the event memorable. Set a welcoming, participatory tone at board, membership, and committee meetings as well as all other Affiliate Group events.

BEST COPY AVAILABLE

Communicating With Members at Meetings

Ways to Boost Attendance and Involvement

Call members to encourage attendance.
Make the purpose of the meeting clear.
Choose accessible locations and convenient times.
Help arrange car pools.
Start with a time to exchange informal, friendly greetings and network with other professionals.
Orient new members to the organization. Find out which volunteer opportunities are of interest and follow through.
Encourage long-time members to reach out to newcomers; use a buddy system.
Introduce new members, special guests, and Affiliate Group leaders.
Use name tags.
Choose an ice breaker to help people get to know each other better.
Focus on the commonalties among attendees.
Whenever possible, reimburse board members for Affiliate Group business expenses such as distance travel, lodging, and food.

Ways to Increase Comfort and Involvement

Choose locations that are accessible and acceptable to all (a neutral location available by public transportation that meets ADA standards).
Check meeting site for safety and comfort (see Meeting Site Review in Chapter 2 of this *Handbook).*
Start and end on time.
For business meetings: Include breaks for refreshments, small-group discussions, and time for committee meetings in the schedule. Give adults table space for working papers; arrange tables so participants can see each other.
For professional development sessions: Include breaks between sessions, set up chairs/tables as requested by presenter.
For large-group functions: When possible, choose round tables or groupings of chairs so people can carry on conversations in small groups.
Keep the agenda or session moving.

Encourage Member Input

Everyone appreciates being heard. The Member Survey is just one opportunity for Affiliate Group members to communicate with leaders. These are some ways to assure that officers stay attuned to the membership:

- include phone numbers of all officers in the new member packet, newsletter, and other publications
- set aside time to socialize before or after meetings
- publish an interest survey on the membership form
- include questionnaire on registration form
- evaluate meetings and programs
- ask for member insights
- request comments to the board
- engage members in frequent discussions
- urge members to vote in all elections

Involve members in making decisions whenever possible—be sure to supply background information so the decisions are informed.

Follow Through With a Response

Respond as quickly as possible to member volunteer sign-ups, questions, or comments with a phone call or letter. Place action items on the next business agenda, ask for member input on the issue, and inform board members accordingly. In an effective Affiliate Group, members are fully involved in decision making and planning as initiators, deliberators, and implementors.

Send Official Notices

Affiliate Group bylaws establish timelines and notification procedures for election of officers, revising or amending bylaws, and handling similar business decisions. All members are notified in accordance with these procedures. Make sure that:

- Meetings are announced well in advance during events and in the group's newsletter.
- Complete information is provided about candidates for Affiliate Group officers.

- The rationale for recommended changes in bylaws or other documents is explained thoroughly.
- Decisions made by boards and committees are conveyed immediately, and in writing, to the individuals and groups that are affected.
- Policy changes are reflected in all pertinent records.

Use Technology

Get information out and back quickly and economically. Save paper, printing costs, and postage by faxing or using e-mail to distribute timely material such as public policy alerts and newsletters. (Production of Affiliate Group publications is covered in Chapter 7 of this *Handbook*.)

Encourage members to keep in touch between meetings via e-mail and Internet access. Consider distance learning strategies when travel is a barrier to communication.

Exchange Expertise

When information flows back and forth among Affiliate Group leaders and members, the whole group benefits. Leaders can take these and other steps to keep each other abreast of what's happening in your community or state.

- Keep phone tree messages and printed materials brief and to the point. Convey the most important information that furthers the Affiliate Group's priorities.
- Include the names and telephone numbers of key Affiliate Group leaders in newsletters, conference programs, and flyers.
- Make sure people have time to talk with each other at gatherings.
- Get the day off to a rousing start with a networking breakfast.
- Encourage members to visit each other's programs.
- Arrange an exchange of staff members for a day.

☎ How to Set Up a Telephone/Fax/e-Mail Tree

Telephone trees are ideal when urgent messages need to be communicated to members between local Affiliate Group meetings or among state officers.

1. Affiliate Group president appoints an ad hoc telephone tree committee to prepare a calling system and identifies the person authorized to initiate the tree (usually the president or Public Policy/Education Committee chair)

2. Affiliate Group Membership chair provides the committee with complete list of members and their day and evening phone numbers

3. Committee verifies the numbers on the list

4. Committee identifies at least four people to receive the first call, at least four people for each of these people to call, and continues to build the tree until all members are included, assigning as few long-distance calls as possible. Add the name of the telephone tree initiator to the end of the tree as a check that messages were routed.

5. Affiliate Group board distributes copies of the tree to all members, usually along with a newsletter. Keep the tree current and saved on a computer disk if at all possible.

6. Members go through a trial run to assure that the system works

7. Membership chair or other designated person periodically updates the tree to reflect changes in membership and new telephone numbers

Modifications to these steps may be necessary to arrange for urgent communications within very large groups.

> A lie can travel halfway around the world
> while the truth is putting on its shoes.
> —Mark Twain

Communications Options for NAEYC Affiliate Groups

Advertising: Influence people with broadcast time (radio, TV), print space (newspapers, journals, magazines, journals, billboards) or other visual or written media (brochures, Web site)

Audiovisual presentations: Add interest to every speaking engagement with slides, Power Point presentations, transparencies, posters, and other attractive media. Remember, a picture is worth a thousand words.

Billboards: Expensive, but a public service program might make it affordable. Ask about nonprofit rates.

Brochures: A quick, concise way to communicate what you have to offer. Many people only read the headlines, so design your brochure accordingly. Focus it on your target audience and communicate a simple message. Then evaluate the results.

Certificates: These are a wonderful way to recognize volunteers, long-term supporters, and others. If attractively designed and framed, certificates will be displayed on office walls, and promote awareness about your Affiliate Group.

Direct mail: Send printed material directly to clients, volunteers, potential new members. Response to direct mail tends to be best when recipients already know who you are and are receiving new information. Make sure your mailing list is thorough and appropriate.

Exhibits: At local affairs, present photographs, newspaper articles, demonstrations, slide presentations, or other items to increase public awareness. Have handouts to distribute, too.

Fact sheet: A streamlined news piece that includes WHO, WHAT, WHEN, WHERE, and WHY IMPORTANT. Use for an event or to promote membership.

First impressions: What are people's first impressions of your organization. How are they greeted? How are they treated? How do you respond? Their impressions may be lasting ones.

Flyers and posters: Can be inexpensive and placed in strategic areas, also may be used as direct mail.

Internet: Place all pertinent information on your Affiliate Group Web site, and/or refer people to www.naeyc.org.

Logo: With time and consistent use, a recognizable, symbolic logo can create instant audience identification for your Affiliate Group.

Newsletters: These are a good way to stay in members' memories. Keep people informed of new developments, use effective headlines and subheadings, and lots of pictures with informative captions.

Press kit: Collect printed materials (press releases, fact sheets, photographs, reprints of articles, information brochure, calendar of events, etc.) providing the media with background information for publication.

Press releases: Describe the event, date, goal, celebrities attending, special angles. List a contact for further information. Send to all local media.

Public speaking: Service organizations are always looking for speakers. The exposure and good will is best followed up with a brochure or handout. Create a list of organizations that might be interested in your Affiliate Group.

T-shirts, etc.: Use T-shirts, buttons, refrigerator magnets, coffee mugs, and other promotional materials to remind people about your Affiliate Group. Shop around for the best values, and buy items that have long-time use.

Word of Mouth: This may be the best advertising of all. If your services are high quality and people are friendly and helpful, the word will travel. Encourage others to make referrals to your Affiliate Group.

Adapted from a presentation to the California AEYC board, January 1998, by Annette Kashiwabara, consultant, 6260 El Paseo St., Long Beach, CA 90815.

Some members may be business competitors—so encourage everyone to work together toward the Affiliate Group's mission. Help members realize that individual program uniquenesses make it possible for families and educators to choose the settings that are the best match for them. Establish an atmosphere in which everyone learns from each other.

For Further Information

For Further Information

Berke, C. (1996). *Entrepreneur magazine: Successful advertising for small businesses.* New York: Wiley.

Brannan, T. (1998). *A practical guide to integrated marketing: Communication* (2nd ed.). Dover, NH: Kogan Page. (603) 749-9171

Fitch, M., & Oertel, P. (1993). *Getting your message out: A guide to public relations for nonprofit organizations.* Los Angeles: Southern California Center for Nonprofit Management. (213) 623-7080. www.cnmsocal.org

Mallory, C. (1989). *Publicity power: A practical guide to effective promotion.* Los Altos, CA: Crisp Publications.

NAEYC Leadership Conference

Smith, J. (1996). *Entrepreneur Magazine.: Complete guide to integrated marketing.* New York: Wiley.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Member Involvement...

Teamwork

Criteria for Effective Affiliate Groups

Members are actively encouraged to participate in long-range as well as annual planning to review the Affiliate Group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met.

Affiliate Group *membership* reflects strong involvement of various groups, geographic locations, work settings, and careers.

Affiliate Group *leadership* reflects strong involvement of different groups, locations, work settings, and professional roles.

Capitalize on the Affiliate Group's volunteer resources to achieve organizational stability and reach its goals.

Affiliate Group decision-making and planning processes fully involve members.
—ADP I-A-1b, I-A-2a, I-A-2b, I-D-1b, I-F-1a

When members feel a sense of shared ownership in their Affiliate Group, the community organization and all levels of NAEYC are more likely to achieve our goals. Building camaraderie and consensus among volunteers is a constant endeavor for Associations that expect to succeed.

Organizations working through the Association Development Process engage in a formal self-study process that is intended to strengthen local and state organizations. Responses to the Member Survey and Affiliate Group Leader Interviews can be reviewed as indicators of how well your Affiliate Group functions as a team.

Work *With* Volunteers

Astute Affiliate Group leaders devote considerable attention to creating and maintaining a commitment to teamwork among members. Organizations that rely heavily on volunteer contributions would do well to keep these points in mind:

- screen volunteers, and select those who are most likely to contribute positively to the effort
- orient participants to their roles, timelines, and job descriptions
- appoint a staff member, officer, or committee chair to be the primary Affiliate Group contact for volunteer teams
- offer sincere and frequent recognition for contributions of the team, such as notes of thanks in newsletters and introductions at meetings
- keep the volunteer group updated with information that may apply to their work
- assist the volunteer group to coordinate schedules and communicate among themselves
- offer forms and other resources to ensure complete record keeping and regular reporting to the Affiliate Group board
- find ways to evaluate the performance of the team, and share the performance review with team members
- make sure the channels of communication remain open within the Affiliate Group
- personalize formal and informal expressions of thanks to team members

Build Team Spirit

Team spirit is a hallmark of a unified, harmonious, energized organization. Every Affiliate Group aspires to build a leadership team that can guide the group as it expands and flourishes. What does team spirit look like?

These ten dimensions of organizational climate (Jorde-Bloom, 1988) apply equally to early childhood work settings and NAEYC Affiliate Groups:

1. **collegiality**—people are friendly, supportive, trusting
2. **professional growth**—personal and professional growth is emphasized
3. **supervisor support**—leaders encourage, support, and set clear expectations
4. **clarity**—policies, procedures, and responsibilities are clearly defined and communicated
5. **reward system**—benefits and opportunities for advancement are equitable
6. **decision making**—individuals act autonomously, are involved in group decisions
7. **goal consensus**—all agree on the group's goals and objectives
8. **task orientation**—planning, efficiency, and getting the job done is emphasized
9. **physical setting**—arrangements help individuals carry out their responsibilities
10. **innovativeness**—organization adapts to change and encourages creative problem solving

Teamwork Is a Process

Esprit de corps doesn't magically occur overnight. It takes commitment and effort on the part of Affiliate Group leaders to build an effective team—and the players are always changing. The process involves several components:

- accept the Affiliate Group's mission and goals, including those in the Action Plan developed during the Association Development Process
- determine the goal(s) to be achieved and possible obstacles
- assess the team's talents and interests
- decide on a process to accomplish your goal(s), identify markers of success
- make compatible individual and group assignments to research information and possibilities
- stay focused on reaching your goals
- encourage each other
- listen and clarify understandings
- communicate, communicate, communicate
- continually reassess progress
- resolve conflicts democratically and fairly
- recognize individual and group achievements
- clearly communicate recommendations

Volunteers are one of an Affiliate Group's most valuable assets. By investing in teamwork, an organization assures that its volunteers are likely to be willing to serve again—perhaps in an even more responsible capacity.

For Further Information

Ellis, S.J. (1986). *From the top down: The executive role in volunteer program success.* 5450 Wissahickon Ave., Philadelphia: Energize.

Hawaii Retreat Attendees. (1992, July). Ten teamwork terminators and some sure cures: The leader's role in making the team work. *Child Care Information Exchange, 86*, 5-8.

Jorde-Bloom, P. (1988). *A great place to work: Improving conditions for staff in young children's programs.* Washington, DC: NAEYC.

Jorde-Bloom, P. (1993, January). Effective communication—The mortar that holds the team together. *Child Care Information Exchange, 89*, 5-8.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

Maddux, R.B. (1992). *Team building: An exercise in leadership.* Menlo Park, CA: Crisp Publications.

NAEYC Leadership Conference

Neugebauer, B. (1991). *The anti-ordinary thinkbook—A stimulating tool for staff training and team-building in early childhood programs.* Redmond, WA: Exchange Press.

Snow, H. (1992). *The power of team building: Using ropes techniques.* San Diego: Pfeiffer.

Solomon, M. (1990). *Working with difficult people.* New York: Prentice-Hall.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Keeping Members Involved

Criteria for Effective Affiliate Groups

Affiliate Group membership reflects strong involvement of various groups, geographic locations, work settings, and careers.

Members are encouraged to reflect upon their experiences with the Affiliate Group and NAEYC and to offer specific suggestions to improve membership services.

Affiliate Group decision-making and planning processes fully involve members.

Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

Publications keep members abreast of association events, board actions, changes in regulations, legislative initiatives, and other pertinent information.

Frequent personal contacts maintain links among members, Affiliate Groups, and NAEYC.

—ADP I-A-2a, I-A-2i, I-F-1a, I-F-1b, I-G, I-G-1b, I-G-1c

A diverse membership is likely to generate the most involvement—new ideas always stimulate professional and personal growth! Communication and teamwork facilitate networking, and everyone wants to be part of the action. What a wonderful feeling it is to know that there are now more than 103,000 people who share our commitment to quality, compensation, and affordability in programs serving children and families.

Five Types of Member Involvement

Noninvolvement—Potential members
Affiliation—Members who do not participate in Affiliate Group activities
Participation—Members who attend events and engage in two-way communication with other members
Volunteerism—Members who are willing to work on specific projects within the Affiliate Group
Representation—Members who assume decision-making roles at various NAEYC levels

—Marjorie Kostelnik

Affiliate Group Involvement Principles

These principles of Affiliate Group involvement, and recommendations for their implementation, have been developed by Marjorie Kostelnik. They are important considerations in the entire process of developing an Affiliate Group outreach plan and facilitating teamwork—all of which are aimed toward maintaining member involvement.

1. **People increase their involvement one level at a time.** Find strategies to encourage new and renewing members to become increasingly involved and invested in their professional Association.

2. **Members gain benefits from each level of participation beyond noninvolvement (see box).** Help people perceive the benefits of greater involvement. Look for ways to increase the variety of opportunities, intensity of involvement, and ways to individualize participation based on interests and skills.

3. Barriers to participation may exist at each level of involvement and must be addressed before members can make forward progress. Use the Inclusiveness Planning Tool to identify barriers. Address them in the Action Plan and outreach plan.

4. People are most likely to advance from one phase of the involvement sequence to another as a result of personal contact. Invite people to meetings personally, and encourage them to attend together. Invite potential volunteers in person.

5. It is better for people to move up and down the involvement sequence than to move up and out of the organization. "New blood" is critical to organizational effectiveness, but so are seasoned veterans. Find ways to keep everyone involved.

Extend Professional Contacts

Most NAEYC members find that networking on the local level naturally leads to professional contacts within their states, regions, and nationally. These are some ways that Affiliate Group leaders can actively support each other's work:

- Rely on each issue of *The Affiliate* to keep up with happenings. Include excerpts from this and other publications in newsletters to members.
- Read the NAEYC Business sections in the middle of every issue of *Young Children.*
- Volunteer to serve on committees—many of the people now on NAEYC Advisory Panels (see each January issue of *Young Children*) got their start this way.
- Read NAEYC's Academy and Advocacy Alerts.
- Exchange newsletters with other Affiliate Groups.
- Offer to help plan and attend local, state, and regional Affiliate Group conferences.
- Publicize information about state CDA scholarships.
- Spotlight diverse professional development opportunities.
- Attend one or more of NAEYC's conferences—the Leadership Conference held each spring, National Institute for Early Childhood Professional Development, and the annual conference—and make a concerted effort to talk with a wide variety of attendees.
- Submit proposals to present workshops at conferences in the NAEYC network.
- Submit articles and photographs for publication in local, state, regional, and national publications—call NAEYC for guidelines.

Value Members!

Individuals with diverse viewpoints, roles, program focus, ethnicity, and perspectives—all of whom share a commitment to the education and development of young children—are welcomed, valued, involved, and respected by our Association. Tailor these ideas to your Affiliate Group's size and experience.

Ways to Remind Members That They Are Valued

- Find out what new and renewing members are interested in. Follow through.
- Send a welcome letter to new members. Include the latest newsletter and a calendar of events. Personalize it to address the member's interests.
- Issue personal invitations to events—make phone calls, write notes.
- Make meetings friendly with comfortable surroundings, food, convenient schedules.
- Talk with as many people as possible.

continued

- Assure that everyone has something to do to keep the event running smoothly. Recognize these contributions.
- Keep a supply of NAEYC Early Childhood Resources Catalog on hand at every meeting. Busy members can give them out to colleagues.
- At renewal time, remind members that they may choose from these membership categories: Regular, Regular Life, Comprehensive, and Comprehensive Life. Review the benefits that come with each choice. Publish and announce reminders.
- Offer renewal incentives such as Affiliate Group pins, certificates, or other bonuses.
- Make every event too interesting and worthwhile to miss—choose dynamic workshop leaders, answer each other's questions.
- Take photos at events. Publish them in the newsletter and annual report.
- Regularly discuss articles published in *Young Children* and review NAEYC books. Stress that these materials keep professionals on the cutting edge of the field.
- Encourage lively exchanges of information—the more diverse the group, the more likely perspectives will vary.
- Celebrate members' accomplishments!
- Establish a service awards program.

Encourage Participation

Appoint as many individuals as possible to their choice of advisory groups, task groups, or committees to accomplish tasks effectively. Make appointments as soon as possible after people volunteer. The Association Development Process (ADP) is an excellent vehicle to call upon every members' areas of expertise. Affiliate Groups are always seeking people with an interest in advocacy, organizational leadership, and professional development.

For every assignment, make sure committee members are oriented to their responsibilities and that a mechanism is in place to give and receive feedback. Ask committee members and others to evaluate progress. Business and administrative services such as accounting, promotion, publishing, or mailing might be done just as efficiently by volunteers in the community (or contractors or staff if it is financially feasible). Members are then free to devote their energies to program areas.

Give members ample notice of meetings and events. Include as many people as possible in the planning process and coordination of the event, from transporting a guest speaker, to selling Week of the Young Child pins, to finding a recipe for a nutritious snack to distribute to those who attend. Make sure the participation is meaningful to the individual, and extend thanks for a job well done.

Personal contact is an excellent involvement incentive. Encourage members to carpool, or to bring along an emerging professional. Ask that mentors attend with their protégés.

Encourage Renewal

High turnover rates in early childhood make it all the more important to make a concerted effort to assure that members want to renew year after year. Try a variety of strategies to keep retention rates high. See the chart on the next page for some ideas.

A Volunteer Leader's Role in Keeping Members

- **Communication.** As a volunteer leader, you identify, contact, inform, respond to, and involve members.
- **Translation.** When you know what a member's interests and needs are, you can help him or her translate membership benefits into perceived value.
- **Inspiration.** You can inspire members in many ways—from being a role model and cheerleader for the association to mentoring individuals. (Sirkin & McDermott, 1995)

260

Look for Qualified Candidates

Affiliate Group boards and nominating committees work together to establish criteria for local and state leadership positions that will assure a slate of qualified, dedicated, inclusive candidates. The Membership Recruitment Committee is encouraged to communicate with the nominating panel about its suggestions for recruiting leaders.

Potential candidates for office may feel more comfortable taking on new responsibilities if they are paired with experienced office holders as mentors or coaches. Some offices have staggered terms to assure this process. An orientation period greatly increases competence and continuity. Additional suggestions to encourage leadership development are included in Chapter 3 of this *Handbook*.

Membership Retention Strategies

Membership Growth Goal	Possible Retention Strategies
Increase retention rates	Appoint a welcome committee to assure that new and continuing members feel welcome. Involve new members immediately and continuously. Reaffirm the Association's commitment to diversity. Explain to people why they are needed. Focus on the organization's mission and common goals. Keep business meetings moving along. Match programs to member interests. Keep experienced leaders involved and challenged. Recognize member accomplishments. Build loyalty and a sense of organizational ownership. Ask for, listen to, and act upon members' opinions. Promptly address concerns. Set up a mentoring or coaching system. Value every member. Conduct personal or telephone renewal appeals; call more than once. Offer renewal incentives. Regularly feature the benefits of membership at meetings and in Affiliate Group publications. Keep records about why members choose not to renew. Respond and remove barriers when possible.

Reach Out to Other Levels

The entire profession is enhanced when we all work together to accomplish our shared mission, so local Affiliate Groups benefit by encouraging involvement at all levels of NAEYC.

To recommend leaders who are willing to serve in an expanded capacity, contact the state or regional Affiliate Group or the national office. States often have mentoring programs, scholarships, and other means to support emerging leaders.

Find Out About NAEYC's Governing Board

NAEYC members may submit recommendations in writing to the national governing board at any time. All recommendations should include a statement of concern and possible ways to address that concern.

Approved minutes of previous governing board meetings are available to current members upon written request.

Submit a Presentation Idea for NAEYC's Annual Conference

Content priorities, format criteria, and procedures for submitting a presentation idea appear in the November and January issues of *Young Children.*

Keep in Touch

If your Affiliate Group has lost touch with former members, it may be time to reestablish contact. Perhaps you want to let other Affiliate Groups in your area or state know about a special event. Independent Members living in your outreach area are another membership resource.

To obtain an updated list, or a roster of previous members dating as far back as the previous 3 years, complete the NAEYC Affiliate Mailing List Rental Order included on the next page. The mailing list is available to NAEYC Affiliate Groups for member recruitment, newsletter mailings, and similar uses for a small fee:

$30 for the first 1,000 labels
$15 for each additional 1,000 labels

Standard rate UPS and handling are included. Overnight delivery is an additional charge to the Affiliate Group.

You may choose to receive your list in any of five formats:

- a computer print out
- Cheshire labels—ungummed, 4-up (printed four across) standard mailing labels, perforated, and printed on continuous paper. They are affixed by machine at your mailing house.
- pressure-sensitive labels
- magnetic tape
- diskette

Names can be sorted by ZIP code, alphabetical by last name, or other attribute. For large pools of members, a random selection of a given number of names is available.

Arrangements for NAEYC mailing labels by Affiliate Groups constitutes an agreement that NAEYC does not endorse any product or service.

To order, call NAEYC's Membership Department at (202) 328-2614 or (800) 424-2460—or fax the form to (202) 328-1846—at least 6 weeks before you plan to do a mailing.

For Further Information

Faulkner, M.L. (1989). *Attracting, organizing, and keeping members.* Washington, DC: American Society of Association Executives.

Kayser, T.A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group.* Chicago: Irwin.

Levine, J.A., Murphy, D.T., & Wilson, S. (1993). *Getting men involved: Strategies for early childhood programs.* New York: Scholastic.

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Sirkin, A.F., & McDermott, M.P. (1995). *Keeping members: The myths and realities.* Washington, DC: American Society of Association Executives Foundation. E-mail: books@asae.asaenet.org.

The Affiliate quarterly newsletter

Warner, L. (1998, Summer/Fall). Strategies to strengthen SECA Affiliate Groups: Recruiting and retaining members. *Dimensions of Early Childhood, 26*(3&4), 37.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group

Mailing List Rental Order

Today's date________________________ Date needed________________________

Type of output (check one)

____Computer print-out
____Cheshire labels
____Pressure-sensitive labels
____ Magnetic tape (one-time use agreement must be signed before tape will be mailed)
____Diskette

Sort order (check one)

____ZIP code
____Alphabetically by last name
____Other:____________________________

SELECTION CRITERIA

Type of members to include on list (check all that apply)

	Affiliate Group	Independent
Regular	____	____
Student	____	____
Comprehensive	____	____
Regular Life	____	____
Comprehensive Life	____	____

OR

Random selection of (indicate number)____________

Expiration dates of memberships

____12/00 ____12/99 ____12/98 ____9/97 ____9/96

Only NAEYC Affiliate Group number(s) specified:____

____

OR Only states specified:____

____

OR Only region specified:____

____

Bill to:____________________________ **Ship to:**____________________________

____________________________________ ____________________________________

____________________________________ ____________________________________

Daytime phone:(__________)______________________

For NAEYC use: Run date____________Date mailed______________Via__________________

Date tape returned to NAEYC________________________

Membership Processing

Criteria for Effective Affiliate Groups

The Affiliate Group handles new and renewal memberships efficiently so members receive benefits in a timely manner.

Accurate new and renewal memberships, and changes of address, are updated; memberships are submitted to NAEYC as soon as possible, preferably within 10 days of receipt.

New members are contacted within one month to welcome them to the Affiliate Group and identify their needs and interests.

Members who have not renewed by the third month of the membership year are personally contacted to encourage prompt renewal.

Maintain complete and accurate membership and business records.

The Affiliate Group maintains membership records, minutes, election results, bylaws, policies and procedures, Action Plan, and other business documents in safe, accessible locations.

Membership records are accessible and the system for updating them assures their accuracy.

—ADP I-A-3, I-A-3a, I-A-3b, I-A-3c, I-C, I-C-1, I-C-1a

Timely receipt of benefits is critical to member satisfaction! When new members join, they are eager to receive *Young Children,* comprehensive membership benefits, and community/state mailings. Establish a policy that supports a quick turnaround of new and renewal memberships.

Sample Policy

Membership Processing

New and renewal memberships submitted to __________ AEYC are processed and sent to NAEYC within 10 days of receipt by the Membership Recruitment Committee chair. Address changes are handled in a similar timely manner.

NAEYC Membership Year

NAEYC's membership year began to coincide with the calendar year beginning on January 1, 1998. Advantages to this change included:

- membership benefits are received during a single calendar year
- it is an easy-to-remember and easy-to-explain year
- renewal notices are mailed in August so members continue the habit of paying dues in the fall
- the Association collects and processes at least 50% of memberships before it is time to start mailing benefits in January
- *Young Children*'s volume year is more logical, running from January through December

Affiliate Groups may choose to retain the current membership year (from October 1 through September 30) for their benefits, or may decide to revise their bylaws to reflect this change. Membership benefits from national, however, will reflect the change.

Affiliate Groups are encouraged to review your business calendars accordingly, and to schedule membership recruitment drives, reviews of dues structures, and membership reporting dates as needed. Make sure your Membership Chair and Membership Recruitment Committee are recognized and thanked for their efforts, too!

Renewal notices to all of your Affiliate Group's active and inactive members are sent from NAEYC each year in late August. NAEYC's renewal invoice was given a new look beginning with the 1999 membership year. Renewals received at headquarters by December 1 will receive the January issue of *Young Children* without delay.

Establish Immediate Contact

Make sure new members immediately receive the most recent copy of newsletters, the telephone tree, event announcements, and similar materials. Follow through to determine volunteer interests.

Handling the Paperwork

Members count on the Membership Chair to submit their forms and payments quickly—they are eager to receive copies of *Young Children* and other benefits.

Make sure your Membership Chair has a copy of the new *Membership Processing Guide* and the other materials in the membership processing package. **Detailed instructions are included with each year's membership processing forms.** Complete NAEYC's membership record forms accurately, keep your file copy, and process checks immediately.

If you have questions, call NAEYC's Membership Division at (202) 232-8777 or (800) 424-2460, ext. 614, or e-mail membership@naeyc.org.

NAEYC Membership Processing Package Contents

- *NAEYC's 1999 Membership Processing Guide*
- A complete roster with matching labels of your entire Affiliate membership, active and inactive. This list also includes independent members who have joined NAEYC and may not be aware of your Affiliate Group—let them hear from you!
- Membership Report Forms and postcards to report changes of address, missing journals, and "Welcome to NAEYC" cards for new members.
- Preprinted membership recruitment forms.
- NAEYC membership brochures.

Making Address Changes

Remind members to notify NAEYC and your Membership Recruitment Committee chair about address changes.

For Further Information

NAEYC (1995, December). Effective January 1, 1998—NAEYC membership year will follow calendar year. *The Affiliate, 21,* 1, 3.

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Warner, L. (1998, Summer/Fall). Strategies to strengthen SECA Affiliate Groups: Recruiting and retaining members. *Dimensions of Early Childhood, 26*(3&4), 37.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Chapter 6

Effective Affiliate Group Programs

BEST COPY AVAILABLE

Chapter 6

Effective Affiliate Group Programs

Criteria for Effective Affiliate Groups

Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families

—ADP Goals II, III

Effective Affiliate Group programs are a key to organizational success. Members most often are attracted to—and maintain a commitment to—an organization because they believe its program activities are valuable.

Community and state Affiliate Group members typically become involved in their organization's programs at a variety of levels and in many different ways. This brief chapter forms the foundation for designing compelling programs to address the mission we all share.

Chapters 7 and 8 offer specifics about two primary types of programs: professional development initiatives such as conferences and publications, and public policy/education activities, including coalition building and media relations.

Designing Effective Programs

As inclusive organizations, NAEYC and its Affiliate Groups reach out to early childhood educators and allied professionals who have a wide range of interests. Effective program strategies spark growth opportunities at a variety of levels and on many different topics. Principles for achieving successful program design are reviewed in this section.

Program Planning Ideas

Every Affiliate Group considers an array of program planning ideas and content possibilities. The suggestions in this section are intended to stimulate creative thinking about which possibilities are the best match for your Affiliate Group's members and resources.

Incorporating Position Statements

Over the years, NAEYC has issued numerous position statements on enduring and timely issues. These position statements are the heart and soul of this organization. Program planners can use the material in this section to find effective ways to incorporate national position statements into local and state action.

Using NAEYC's Code of Ethics

The most overarching of NAEYC's position statements is our Code of Ethical Conduct and Statement of Commitment. Its principles are embedded in every national and Affiliate Group effort. Find out how to support and model this Code of Ethics through high-quality programs offered by your Affiliate Group.

Program Planning—Links With NAEYC and ADP

The Association Development Process (ADP) provides Affiliate Groups with self-study tools and a process to gather information about the organization's effectiveness. As part of this process, and during each year's annual self-study, Affiliate Groups draw up an Action Plan to develop programs that attract participants, serve member's needs and interests, and strive to achieve your goals. Program activities are primary components of this Action Plan. Every Affiliate Group uses the feedback gathered during the self-study process to inform program planning.

Make Copies for Affiliate Group Leaders

Affiliate Group leaders who are responsible for program planning will want copies of the pertinent sections of Chapter 6.

Copy These Program Resources...	For Affiliate Group Leaders, Including...
Principles for Designing Effective Programs	Board, Program Committee, Public Policy/Public Awareness and Education Committee, ADP Steering Committee and Task Groups
Program Planning Ideas	Program Committee, ADP Steering Committee and Task Groups
Incorporating Position Statements	Board, Program Committee, ADP Steering Committee, Public Policy/Public Awareness and Education Committee, Public Policy/Public Awareness and Education Task Group
Using NAEYC's Code of Ethics	Board, Program Committee, ADP Steering Committee

Principles for Designing Effective Programs

Criteria for Effective Affiliate Groups

Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

Provide convenient, regular, affordable access to high-quality resources and experiences that empower early childhood professionals to be proactive change agents within the field.

The Affiliate Group employs a variety of activities to engage early childhood educators in professional growth.

Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base.

—ADP I-E-2a, I-F-1b, II-A, II-A-1, II-A-2b

Your Affiliate Group's image is largely defined by its programs—conferences, workshops, publications, position statements, coalitions, Week of the Young Child activities, and other efforts within your community or state. Each activity contributes to (or can detract from) your Affiliate Group's message. Inclusivity is one of our organizational goals. Program planners, therefore, seek to provide a broad range in the type, level, and design of Affiliate Group activities.

Members, and potential members, view effective Affiliate Group programs as a distinguishing characteristic of the organization. By incorporating basic program planning design principles such as the messages outlined here, your Affiliate Group establishes a professional, proactive image within your outreach area.

Many of these program design principles, which are to be infused within all Affiliate Group activities, are based on NAEYC's former Vice-President Marjorie Kostelnik's extensive work in this area.

Address Your Mission and Goals

All Affiliate Group activities should be predicated on the organization's mission statement. Action Plans, drawn up annually through the self-study process as well as during the Association Development Process, identify short-term and long-range goals. Every program effort has a purpose—to achieve one or more of your Affiliate Group's goals.

Is one of your goals to attract more male representation with the organization and the profession? If so, Darlene DeMarie-Dreblow, an Ohio AEYC leader, advises that the Association "insure that programs such as fashion shows or other activities that define the group as one of 'good old girls' are never permitted to occur."

Program planning typically generates a great deal of excitement and creativity. Affiliate Group leaders make sure that this energy is channeled into program activities that fall within the volunteer, staff, and financial resources of the organization. As the Association grows at all levels, the possibilities increase phenomenally!

Offer Variety

Everyone appreciates choices and breaks from the routine. Different types of program activities may appeal to specific audiences within our inclusive field (see the section in Chapter 7 on Program Diversity). Therefore, an effective Affiliate Group seeks program variety on these dimensions:

- format
- location
- frequency
- resources
- content
- level of interaction
- formality

A professional resource library, for example, might contain books, videos, brochures, journals, software, children's learning materials, and other resources—a place where almost everyone could find something of interest. Its location and hours of operation match the needs of potential users. Responses are fairly informal and open-ended.

A workshop, in contrast, generally is offered once, and usually is centered on a specific topic that appeals to a defined group. Participants spend a brief time interacting.

Time-honored traditions, such as having a featured speaker at every annual membership meeting, can eventually invite complacency. To find out whether sufficient variety is available in your Affiliate Group, consider the responses to the Member Survey (see Chapter 3), or form focus groups to determine preferences.

Vary the Intensity

Some people find professional stimulation by interacting with large crowds at a conference. Others prefer quiet discussion in a study group. A few members plunge into conducting elaborate hands-on displays for a Week of the Young Child community fair, and are notably absent the rest of the year.

Frequent, varied opportunities to be involved in program activities convey the message that an organization values many styles of contributions. Make sure that a range of program options are offered during the course of the year. Members gravitate to those that are the best level of intensity for them.

Try to balance one-time, high-energy program opportunities (fundraisers) with activities in which members sustain involvement at their own pace (reading the Affiliate Group newsletter). Formal events (lectures) appeal to some, while informal activities (field day in the park) draw others.

Changes in Early Childhood Education That Affect Affiliate Group Programs

1. Changes in the number, scope, and content of programs serving young children

- The number of young children participating in group care/education programs is rapidly expanding.
- Implementing programs for young children is an increasingly complex and demanding job.
- Controversy over the content and control of early childhood education is rampant and frequent nonproductive, especially regarding kindergarten and primary programs.

2. Changes in the stakeholders influencing early childhood education

- Decentralization of government from federal to state and local levels introduces entirely new players making decisions about programs serving young children and their families.
- Private-sector concern about the development and education of young children is adding cadres of new partners in the quest for higher-quality early childhood programs.
- parents are becoming increasingly active in the education of their young children.

3. Changes in the early childhood education workforce

- Variances are increasing in the depth and breadth of professional knowledge and skills of teachers and staff in early childhood education programs.
- Turnover is high in all types of early childhood teaching positions.
- Increasingly, the early childhood workforce is gaining people of color and people from a variety of cultures.

From: *Adapting Strategies to Achieve NAEYC's Mission,* NAEYC Annual Report, October 1, 1996 to September 30, 1997.

Take Individual Needs and Perceptions Into Account

Members of volunteer organizations generally come to feel that they are part of the group when individual involvement in program activities is not only welcomed but expected.

Consider various ways to invite participation in an activity. Some people quickly return mass-mailed registration forms; others are more likely to attend events to which they are invited in person. Some will respond to a call for volunteers in the newsletter, others prefer a personal invitation.

Take into account that breaks and refreshments are essential for some participants. Accommodating work schedules and transportation needs is essential.

Effective Affiliate Groups offer choices that satisfy the professional growth preferences of as many members as possible. The measure of program planning success lies not only in numbers but in the extent to which the needs of members have been addressed over time.

For specific recommendations on planning events, see these related sections in the *NAEYC Affiliate Group Handbook*:

- Insurance Coverage—Chapter 2
- Meeting Site Review—Chapter 2
- Inclusiveness Planning Tool—Chapter 3
- Budget—Chapter 4
- Fundraising—Chapter 4
- Member Involvement—Chapter 5
- Professional Development—Chapter 7
- Public Policy/Education—Chapter 8

Tie Into the Career Lattice

The most effective professional development activities are those that are linked with an ongoing system of professional development. Investigate the possibilities for professionals who are at introductory, moderate, and more advanced levels.

Isolated conferences or sets of meetings are insufficient means to meet the demand for high-quality professional growth opportunities. Instead, work with state licensing personnel, family child care provider networks, school-age programs, faculty in college and university teacher preparation programs, and others to address the many different points of movement on the career lattice.

Find ways to mesh program activities with CDA professional preparation efforts, offer continuing education credits for seminars, establish a mentor system for emerging professionals, coordinate a distance learning project—look for creative ways to serve the early childhood professionals in your geographic outreach area.

Effective state Affiliate Groups exert a powerful voice in the development of state policies and regulations to assure high-quality programs and professional development opportunities. Collaboration with allied professionals at all levels will help assure that our shared goals for improvement in the field of early childhood education are attainable.

Assure High-Quality Content

The goal to assure current, high-quality content must be incorporated within each program activity plan. There are many ways for Affiliate Groups to assure that the principles of developmentally appropriate practice are interpreted accurately.

Effective Affiliate Groups seek qualified speakers and workshop presenters by talking with leaders in other Affiliate Groups and asking for their recommendations. You may want to establish guidelines about material to be presented in workshops, and expectations for handouts. Conference planners may screen proposals and seek references when appropriate. It is also wise to establish criteria for displays and open houses during the Week of the Young Child.

Chapters 7 and 8 of this *Handbook* include particulars about planning professional development activities and public policy/education initiatives.

For Further Information

Johnson, J., & McCracken, J.B. (Eds.). (1994). *The early childhood career lattice: Perspectives on professional development.* Washington, DC: National Association for the Education of Young Children.

Kagan, S.L., & Bowman, B.T. (Eds.). (1997). *Leadership in early care and education.* Washington, DC: National Association for the Education of Young Children.

NAEYC. (1997). *Adapting strategies to achieve NAEYC's mission,* NAEYC annual report October 1, 1996 to September 30, 1997. Washington, DC: Author.

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Programs...

Program Planning Ideas

Criteria for Effective Affiliate Groups

Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

The Affiliate Group facilitates diversity, continuity, and stability in leadership through professional development efforts in training, advocacy, and organizational development skills.

Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

Provide convenient, regular, affordable access to high-quality resources and experiences that empower early childhood professionals to be proactive change agents within the field.

The Affiliate Group employs a variety of activities to engage early childhood educators in professional growth.

Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base.

—ADP I-E-2a, I-F-1, I-F-1b, II-A, II-A-1, II-A-2b

Professional growth needs of potential and current participants in every Affiliate Group vary greatly. Effective organizations must offer a broad array of activities in order to meet needs such as these:

- **opportunities to share information—**everyone is looking for ideas to help them do their jobs better
- **networking—**relationships with other professionals provide encouragement and stimulation to meet job challenges
- **professional development—**systematic, in-depth activities are balanced with programs that appeal to emerging professionals
- **systems improvement—**coordinated efforts are more likely to improve systems that affect the quality of services to young children and their families
- **leadership development—**nurture advocates and promote organization-building skills

Increased participation in all types of professional development opportunities will result in improved programs for young children and families in your area—and a more effective Affiliate Group!

Use the program planning ideas here to increase your Affiliate Group's effectiveness. In doing so, you support professional development and increase understanding in public policy and public education arenas (see Chapters 7 and 8 of the *NAEYC Affiliate Group Handbook*).

Whenever your Affiliate Group participates in a strategic planning process, be sure to address the needs and interests of professionals who work in different settings, in a variety of roles, and with varying ages.

The Inclusiveness Planning Tool (see Chapter 3 of the *Handbook*) and the information on Program Inclusiveness (Chapter 7) can help your program planners identify outreach possibilities in your geographic area.

After surveying these and other program options, plan to incorporate those that best address your Affiliate Group's goals. Be sure to identify and request technical assistance or resources that your state or regional Affiliate Group, or national headquarters, can provide.

Types of Program Activities

NAEYC Affiliate Groups typically sponsor program activities such as these:

- workshops
- seminars
- conferences
- conference sessions
- NAEYC Leading Edge Video Conference
- informal study groups
- discussion groups
- interest groups
- newsletter
- bulletin
- publications
- Week of the Young Child events
- lending library
- fundraising initiatives
- advocacy efforts
- advocacy alerts
- outreach activities
- focus groups
- open houses/observation exchanges
- surveys/research
- speakers bureau
- position statements
- support for accreditation
- support for Credentialing
- coalitions
- job bank
- resumé files
- mentoring program
- scholarships
- awards

> For men and women are not only themselves;
> they are also the region in which they were born,
> the city apartment or farm in which they learned to walk,
> the games they played as children,
> the old wives' tales they overheard,
> the food they ate,
> the schools they attended,
> the sports they followed,
> the poems they read,
> and the God they believed in.
> —W. Somerset Maugham

Program Content Possibilities

Affiliate Group members work in many types of programs and with a wide range of ages. Various professional development levels—from introductory to moderate to advanced—are represented within nearly every organization. These are some of the content areas in which program opportunities are often offered:

Professional Practice

- latest theory and its relationship to practice
- recent research and its relationship to practice
- new developments in practice
- integrating new knowledge with experience
- observations of good practice (program visits, videos)
- developmentally appropriate practice
- developmentally appropriate curriculum
- developmentally appropriate assessment
- inclusiveness issues
- relationship of professional practice to advocacy
- relationships with families
- relationships with colleagues
- relationships with allied professions
- relevance of related fields such as special education, sociology, anthropology, public health
- personal development
- leadership skills
- support for programs seeking accreditation
- effects of cultural values on professional practice
- reflection on professional practice

Improvements in Quality, Compensation, and Affordability (QCA)

- member understanding of QCA issues
- public understanding of QCA issues
- information and support of activities to improve program quality
- information and support of activities to improve compensation and working conditions
- information and support to enhance affordability

Public Policy/Public Awareness and Education

- public understanding and support for high-quality programs
- helping members become more skilled as advocates and Children's Champions
- appreciation of how social policies affect the field, families, and children
- systems improvements

Need Discussion Starters or Study Group Resources? Try NAEYC's Publications!

These of some of the newest titles available through NAEYC that make great springboards for lively discussion.

Brochure series based on the revised edition of Developmentally Appropriate Practice:

- *A Caring Place for Your Toddler*
- *A Good Preschool for Your Child*
- *A Good Kindergarten for Your Child*
- *A Good Primary School for Your Child*

Building Bridges to Kindergarten: Transition Planning for Children (video)

Early Childhood Champions: Exceptional Administrators of School-Based Programs for Young Children

Fostering Children's Social Competence: The Teacher's Role

Living Classroom, The: Writing, Reading, and Beyond

NAEYC Position Statements

Off to School: A Parent's-Eye View of the Kindergarten Year

Remote Control Childhood? Combating the Hazards of Media Culture

Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education (brochure)

Rethinking the Brain: New Insights Into Early Development

Safe Active Play: A Guide to Avoiding Play Area Hazards (video)

Starting Small: Teaching Tolerance in the Preschool and Early Grades

State of America's Children, The

Tools for Teaching Developmentally Appropriate Practice: The Leading Edge in Early Childhood Education (video)

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Incorporating Position Statements

Criteria for Effective Affiliate Groups

The Affiliate Group's activities promote members' deeper understandings of the policies and funding issues affecting and linking quality, compensation, and affordability of early childhood services.

The Affiliate Group creates and sustains a visible presence as a respected early childhood education organization within the community and state.

City, county, and state decision makers are kept abreast of trends and issues in early childhood education.

Sound information about high-quality services for young children is provided to families and the community at large.

—ADP II-A-3, III-A-1, III-A-1c, III-A-1d

NAEYC Affiliate Groups share a common purpose with NAEYC—to improve the professional practice of those working for and with young children and to build public understanding and support for high-quality early childhood programs.

NAEYC has adopted a number of position statements that can guide Affiliate Groups in these two strands of activities. By incorporating the content of these position statements into their activities, Affiliate Groups strengthen our mutual ability to build understanding of and support for NAEYC's philosophy among members and the public at large.

Position statements take a stand on controversial issues related to early childhood education practice, policy, and/or professional development. They represent NAEYC's standard-setting on behalf of our mission—to secure better educational environments and experiences for young children. Informed by research and experience, the statements include recommendations or guidelines for practice, professional development, and policy.

These position statements are among the most tangible, visible means to share information and garner support on an issue affecting quality of services for young children and their families. They remain but empty words on paper, however, until those who work directly with and for children find ways to put these recommendations into practice.

At the same time, position statements carry a number of risks. Before your Affiliate Group decides to follow up on a position statement adopted by NAEYC, or to write one of your own (see Chapter 8), carefully consider the process as outlined here by establishing a policy on position statements.

Establish a Policy on Position Statements

Make sure Affiliate Group policies and procedures on position statements clearly define the process for following up on an NAEYC position statement in its mission and program activities.

BEST COPY AVAILABLE

Sample Policy

Position Statements

The ______ AEYC may endorse NAEYC position statements upon approval of the governing board.

The ______ AEYC may also develop, and the governing board approve, original position statements. These position papers are developed after careful study of the issues, and must be compatible with the NAEYC guidelines and positions.

Each position statement shall be accompanied by a plan to increase public understanding and support for the position.

Review NAEYC Position Statements

Is your Affiliate Group taking a leadership role in helping your members stay current about these position statements and their implications for their practice and actions? Start by reviewing your Affiliate Group mission statement and Action Plan to be clear about your organization's priorities.

Insights about member and leader contributions to the process, and perspectives on issues, may be uncovered by the Member Survey and Affiliate Group Leader Interview during the Association Development Process (ADP) or your annual strategic planning efforts.

Over the years, NAEYC has issued position statements on a variety of topics. Seven major areas are addressed:

1. Promoting accreditation by NAEYC's National Academy of Early Childhood Programs
2. Promoting and interpreting developmentally appropriate practices for children from birth through age 8
3. Promoting quality, compensation, and affordability (QCA) in early childhood programs
4. Taking action against violence in the lives of young children
5. Promoting the effective use of technology with young children
6. Promoting understanding of and practicing inclusiveness
7. Using NAEYC's Code of Ethical Conduct and Statement of Commitment

Among those that have received the greatest attention are:

- *Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs*
- *Code of Ethical Conduct and Statement of Commitment*
- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*
- *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*
- *Quality, Compensation, and Affordability in Early Childhood Programs*
- *Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education*
- *Early Violence Prevention: It's Never Too Early and It's Not Too Late*

To order a complete set of current NAEYC position statements, request a copy of #780 from national headquarters. A new edition is issued each year. The cost is $15. Many of NAEYC's position statements also have related books or brochures published by the Association.

New position statements are typically published in *Young Children* as soon as possible after they are adopted, and the text of most statements can be found at the NAEYC Web site (www.naeyc.org) under "About NAEYC." They frequently form the basis for discussion in sessions at national, regional, state, and local conferences.

Incorporate NAEYC Position Statements in Program Activities

Local, state, and regional Affiliate Groups are encouraged to build upon all national positions— take stands and follow through with appropriate state and local action. Are the following reflected in your Affiliate Group's…

- **Mission statement?** The Affiliate Group's mission reflects a strong commitment to NAEYC 's mission statement and statement of purpose to provide quality resources and services to all young children and their families, from infancy to age 8.

- **Organizational structure?** Standing or ad hoc committees increase support for inclusion, professional development, public policy, and public awareness; and address teacher certification, media violence, technology issues.
- **Job descriptions?** Board member, committee, and staff (if any) tasks focus on issues such as personnel standards and compensation guidelines, assign specific responsibility.
- **Policies and procedures?** These written documents encourage action on position statements.
- **Action Plan?** Your Affiliate Group sets priorities, implements initiatives to address society's responsibilities to children and families, and initiates salary surveys.
- **Advocacy efforts?** Your organization builds coalitions, increases grassroots activity, offers professional development opportunities for more effective advocacy, keeps facts about QCA in the spotlight, stands up against exemptions from regulation, supports chronological age as the only defensible criterion for determining school entry, works for child care and education system improvements, and frequently refers to *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*.
- **Outreach plans?** Inclusive Affiliate Groups reach out to allied organizations that take similar stands on issues and highlight positions that are likely to attract new members.
- **Public awareness and education?** Affiliate Groups can provide copies of position statements to families, create a library display, send copies of positions to reporters along with a news release featuring a local angle, obtain media coverage for newly accredited programs, and urge families to jointly support positions such as appropriate teaching practices.
- **Fundraising?** Affiliate Group activities are congruent with NAEYC's positions on developmentally appropriate practices.
- **Leadership development?** Strong organizations give top priority to strengthening advocacy capacity.
- **Publications?** Local and state Affiliate Groups cover successes and challenges in addressing issues in the geographic area, and invite guest editors with expertise on policy issues.
- **Conferences?** Expert speakers and presenters address position statement issues.
- **Continuing education?** Members are oriented to advocacy, offer to speak before community/state groups on position statements, and implement developmentally appropriate practices.
- **Focus groups?** Sessions focus on local/state needs and priorities.
- **Week of the Young Child?** A position statement topic makes a great theme. Sponsor open houses in programs that exemplify ideas expressed in NAEYC position statements.

How Well Do Local/State Public Policies Reflect NAEYC Position Statements?

Use these questions to help your Affiliate Group assess how well your local/state public policies address the issues in NAEYC's position statements.

- Do state and local policies encourage and support programs to achieve accreditation, including NAEYC accreditation?
- Are all early childhood programs, regardless of sponsorship and including family child care, subject to regulation? Unannounced inspections?
- Do licensing regulations fully incorporate elements of developmentally appropriate practice (curriculum, group size, ratios, staff preparation, etc.)? Are working conditions addressed? Do regulations support inclusive practices? Is enforcement adequate?
- Is corporal punishment banned in public schools and child care programs?
- Are funding levels for programs and reimbursement rates or voucher payments set at levels that reasonably reflect the costs of providing good quality services?
- How does the state plan to create an articulated professional preparation system? For teacher certification? For child care staff qualifications?

- What state and/or community comprehensive planning efforts are underway? Will the plan take a broader systemic approach to early childhood education? Are representatives of all types of early childhood service providers, parents, business and industry, and government represented?
- Do state requirements for teacher preparation reflect the standards developed by the Association of Teacher Educators and NAEYC?
- Is chronological age the only requirement for kindergarten entry? How are children's transitions to school facilitated? Is developmentally appropriate practice promoted for all children in all settings, including primary grades?
- What steps is the state taking to prevent child abuse? Media violence? How well do local TV stations comply with federal law to serve the public interest, including their responsibilities for young children?
- Does welfare reform meet the needs of children as well as families?
- Does the state require that school placement decisions be based on multiple sources of information (rather than test scores)?
- What efforts are being made to assure that increasing numbers of eligible children are served by Head Start and similar programs?
- How accessible is preventive health care and immunizations for children living in poverty?
- How well do state and local policies and regulations support quality, compensation, and affordability in early childhood programs?
- How is prevention of gun-related violence being addressed?

> If people have a position on something and you try to argue them into changing it, you're going to strengthen that position. If you want to change people's ideas, you shouldn't try to convince them intellectually. What you need to do is get them into a situation where they'll have to act on ideas, not argue about them.
> —Myles Horton

We Make a Difference!

NAEYC offers an array of resources that further develop the ideas expressed in its position statements. Some of these position statements form the basis for articles in *Young Children* and books published by the Association. Many are available as brochures which can be ordered in bulk quantities for distribution to families, allied professionals, policy makers, and all who have a stake in the care of young children.

NAEYC Affiliate Groups Are Expected to...

- ✔ maintain the image of dedicated professionals who support families and healthy child development
- ✔ mobilize immediately when they receive an *Alert!*
- ✔ act in ways that are congruent with NAEYC positions
- ✔ offer professional development opportunities to assure that members understand NAEYC positions and are prepared to represent them accurately
- ✔ generate enthusiasm and support for NAEYC position statements through local efforts
- ✔ build public and professional interest in, and support for, accreditation through the National Academy of Early Childhood Programs
- ✔ endorse and promote community and state legislation and policies that are compatible with NAEYC guidelines and positions
- ✔ publicize endorsements with local and state constituencies

Grassroots support for these position statements is vital to ensure that we continue to be effective leaders and advocates for high quality early childhood education. It is imperative that we speak with one voice to stand up for—and spread the word about—what we know.

For Further Information

Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: NAEYC.

Children's Defense Fund. (Issued annually). *The state of America's children.* Washington, DC: Author.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

Kagan, S.L. (1991). *United we stand: Collaboration for child care and early education services.* New York: Teachers College Press.

Levin, D.E. (1998). *Remote control childhood? Combating the hazards of media culture.* Washington, DC: NAEYC.

Melaville, A.I. & Blank, M.J. (1993). *Together we can: A guide for crafting a profamily system of education and human services.* Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services.

NAEYC. (1992). Position statement: *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (1996). Position statement: *Technology and Young Children—Ages Three Through Eight*

NAEYC. (1997). Position statement: *Licensing and Public Regulation of Early Childhood Programs*

NAEYC. (1998). *Accreditation criteria and procedures of the National Association for the Education of Young Children.* Washington, DC: NAEYC.

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

NAEYC Leadership Conference

NAEYC Web Site: www.naeyc.org

National Association of State Boards of Education. (1988). *Right from the start. The report of the NASBE Task Force on Early Childhood Education.* Alexandria, VA: Author.

Peters, D.L., & Pence, A.R. (Eds.). (1992). *Family day care: Current research for informed public policy.* New York: Teachers College Press.

The Affiliate quarterly newsletter

Young Children

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Using NAEYC's Code of Ethics

Criterion for Effective Affiliate Groups

Professional conduct as expressed in NAEYC's Code of Ethical Conduct is supported and modeled by Affiliate Group members and leaders.
—ADP II-A-2d

People who work with young children and their families make countless decisions each day that are of a moral and ethical nature. Standards of ethical behavior in early childhood education are based on commitment to core values that are deeply rooted in the history of our field. NAEYC's member Statement of Commitment begins:

> As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct.

Affiliate Groups play a key role in building support for the principles and ideals expressed in this document, and thus promoting responsible behavior. A policy to that effect can strengthen individual and group commitment to professional conduct.

Sample Policy

Ethical Conduct

Members and leaders of _____ AEYC support and model NAEYC's Code of Ethical Conduct.

How Familiar Are Members With the Code of Ethics?

Indicators of how familiar Affiliate Group members are with NAEYC's Code of Ethical Conduct are most likely to be found in the

- Member Survey
- Affiliate Group Leader Interview

Many NAEYC members display the Statement of Commitment poster in a prominent place, such as the staff planning area or near the daily sign-in sheet. The 11" x 14" poster can be ordered from NAEYC's Early Childhood Resources Catalog; order #450 for $2. Look for the Code of Ethical Conduct on NAEYC's Web site: www.naeyc.org.

How Does Your Affiliate Group Support This Commitment?

NAEYC's Code of Ethical Conduct, revised most recently in 1997, is a tool to help define and understand the principal ethical dilemmas encountered in early childhood education. It offers guidelines for responsible behavior and sets forth a common basis for resolving ethical dilemmas.

Teachers of young children find that NAEYC's Code of Ethics validates their "gut" reactions and common-sense judgments, reminds them of their priorities, clarifies the issues, and provides written support for "the ideals and practices we all aspire to but don't always articulate clearly" (NAEYC, 1994, p. 56).

Bring the Code of Ethics into the spotlight in your Affiliate Group during the Association Development Process (ADP) as well as in handling everyday matters within the organization such as the examples here. It applies to professional practice at every turn!

Operational Baseline

NAEYC's Code of Ethics was designed for working with young children and parents as a reminder of appropriate practices to employ when caring for young children. Use the Code as a benchmark for establishing and periodically reviewing your Affiliate Group's entire operation.

Awareness Levels

By frequently referring to the Code of Ethical Conduct in ways such as these, Affiliate Group leaders naturally maintain high visibility for the document:

- Keep a copy of the Code of Ethical Conduct handy for reference during business and annual membership meetings.
- Post a copy of the Statement of Commitment in your board meeting area.
- Refer to the documents often as a source of guidance in decision making.
- Give framed copies of the Statement of Commitment as gifts and awards.

Centerpiece for Discussion

Each point in the Code of Ethical Conduct can provoke lively discussion. For example:

- Ask members to share dilemmas they have faced (ensuring confidentiality, of course). Discuss the rationale for the choice of action.
- Use the professional dilemma periodically featured in *Young Children* as a springboard for discussion.
- Start a discussion on professional ethics based on news items, books, or articles. Consider the perspective of all parties involved.

Call to Action

Every early childhood educator has been faced with ethical dilemmas that prompted a response beyond the immediate situation. Affiliate Groups strive to anticipate and be proactive, but may also respond when situations warrant, such as:

- Address the ethical issues raised by public policy initiatives.
- Develop a position statement on a pertinent topic.
- Assist members in developing employee policies.
- Form networks that support quality, compensation, and affordability.
- Organize coalitions to improve the quality of services provided by allied organizations.

More Ideas to Promote Use of the Code of Ethics

These ideas for promoting NAEYC's Code of Ethics are based on an article in the November 1995 issue of *Young Children*. Members of your Affiliate Group may have even more suggestions!

- Use the Code as a guide to discussions at planning retreats
- Provide the Code to teacher education students at career sessions, undergraduate classes, or other training opportunities
- Create a computer version of the Statement of Commitment, suitable for framing, to display for parents and staff
- Publicize the availability of the Code through school or Affiliate Group newsletters—it's available in Spanish, too!
- Recognize that every CDA Candidate receives a copy of the Code
- Regularly discuss ethical dilemmas at membership meetings—or hold a special meeting in which members share their own codes of commitment
- Submit ethical dilemmas for publication in *Young Children*
- Include the Code in orientation packets for new employees and Affiliate Group members

- Share the Code during workshops, such as those dealing with inclusiveness and public policy
- When completing the Inclusiveness Planning Tool (Chapter 3 of this *Handbook)* use the Code as a reference
- Recite the Statement of Commitment at a professional recognition ceremony
- Use the Code when building staff relationships
- Introduce the Code in workshops, classes, and during on-site visits
- Advocate for inclusion of the Code in licensing standards
- Refer to the Code in orientations for professionals such as family child care providers, child care food program coordinators, licensing staff, R&R personnel, and other allied professionals
- List the Code as a resource is newsletters, scholarly articles, and other information resources on topics such as standards and professional preparation
- Incorporate the Code into professional development activities

For Further Information

Freeman, N.K. (1997, September). Mama and Daddy taught me right from wrong—Isn't that enough? Using NAEYC's Code of Ethics. *Young Children,* 52(6), 64-67.

NAEYC Leadership Conference

NAEYC. (1994, July). Using NAEYC's Code of Ethics: A tool for real life. *Young Children 49*(5): 56-57.

NAEYC. (1994, November). Using NAEYC's Code of Ethics: A tool for real life. *Young Children 50*(1), 62-63.

NAEYC. (1995, March). When parents and professionals disagree… Using NAEYC's Code of Ethics. *Young Children 50*(3), 64-65.

NAEYC. (1995, May). What should you do if you don't like a child in your care? Using NAEYC's Code of Ethics. *Young Children 50*(4), 72-73.

NAEYC. (1995, July). What would you do if discussing a child's behavior resulted in the parent beating him? Using NAEYC's Code of Ethics. *Young Children 50*(5), 50-51.

NAEYC. (1995, November). How many ways can you think of to use NAEYC's Code of Ethics? *Young Children 51*(1), 42-43.

NAEYC. (1997, January). Who is the biter? Using NAEYC's Code of Ethics. *Young Children, 52*(2), 54-55.

NAEYC. (1997, March). Mary and the missing bracelet. Using NAEYC's Code of Ethics. *Young Children, 52*(3), 66-67.

NAEYC. (1997, May). Revisions proposed for NAEYC's Code of Ethical Conduct. *Young Children, 52*(4), 61.

NAEYC. (1998, January). My colleague doesn't understand how to teach reading. Using NAEYC's Code of Ethics. *Young Children, 53*(1), 64-67.

NAEYC. Using NAEYC's Code of Ethics: Thinking about Annie. *Young Children, 53*(5), 56.

NAEYC. (1997). Position Statement. *Code of Ethical Conduct and Statement of Commitment.* Washington, DC: Author.

NAEYC Web Site: www.naeyc.org

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Chapter 7

Professional Development Activities

Chpt. 7

BEST COPY AVAILABLE

Chapter 7

Professional Development Activities

Criteria for Effective Affiliate Groups

Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

Provide convenient, regular, affordable access to high-quality resources and experiences that empower early childhood professionals to be proactive change agents within the field.

Promote implementation of high standards of quality for professional development of adults who work with young children.

The Affiliate Group encourages individuals to continue to engage in professional development.

Affiliate Groups are committed to sustaining professional development for all those who pursue careers in early childhood education.

Promote implementation of high standards of quality for professional practice in programs for young children and their families.

—ADP Goal II, II-A, II-B, II-B-2, II-B-2a, II-C

NAEYC's mission—and probably your Affiliate Group's mission statement as well—places a strong emphasis on improving the quality of services to young children and their families. Early childhood educators are specialists in how young *children* learn, but our entire Association is also engaged in an effort to foster *adult* learning.

Scattershot approaches to professional development, or reliance solely on direct instruction, are just as insufficient for adult learning as hit-and-miss rote curriculum methods are inappropriate for children. Resources in this section are designed to spark Affiliate Group leaders' thinking about how adults learn, and to demonstrate how this knowledge can be translated into concrete Affiliate Group plans for furthering professional development at state and local levels.

Acting on the congruence between how early childhood professionals and young children learn best—and therefore improved educational opportunities for all—is the ultimate outcome.

> There are two ways of spreading light:
> to be the candle or the mirror that reflects it.
> —Edith Wharton

Professional Preparation System

The inclusive field of early childhood education is unified by a common core of knowledge that informs choices—including those made by Affiliate Groups—about professional development and practice. Trends toward outcome- and performance-based teacher education and licensure have led to new frameworks for professional preparation.

The resources in this section will be most helpful to your Affiliate Group's professional development activity planners. Keep in mind that activities are most effective when they fit within the emerging, more formal, articulated professional preparation system.

Professional Development

Professional development takes many forms—such as viewing a video, discussing an article in *Young Children*, studying in graduate-level courses, and attending conferences. Whenever Affiliate Groups offer opportunities for members to increase their knowledge and skills in the field, program planners take into account two primary ingredients: how adults learn, and a balance of offerings to assure that the needs of an inclusive membership are met.

Professional Practices

What an exciting time it is to be in early childhood education! Changes in the profession's understanding of the best teaching practices (for children and adults) are emerging at a rapid rate, so professional development activities are essential for even the most expert early childhood educators to keep pace.

Every NAEYC Affiliate Group engages in some type of continuing education activities to promote these emerging professional practices with young children, their families, emerging professionals, and seasoned practitioners.

The resources in this section address the challenges of providing continuing education opportunities for an inclusive, mobile membership. Advances in technology make it easier than ever to reach people, even in isolated rural areas.

Professional Development—Links With NAEYC and ADP

Affiliate Groups annually review their progress and set long-range and short-term goals. Most solicit feedback from members about publications and events such as workshop sessions. In addition, your Affiliate Group has the opportunity to participate in the Association Development Process (ADP), a self-study process that targets organizational effectiveness.

During the ADP process, Affiliate Groups assess your successes, identify challenges, and set goals in many areas, including professional development. Use the ideas here to inform the entire self-study process, from review of the Criteria for Affiliate Group Success to adoption of an Action Plan.

Make Copies for Affiliate Group Leaders

Program planners responsible for professional development activities, and other Affiliate Group leaders, find these materials especially useful.

Copy These Professionalism Resources...	For Affiliate Group Leaders, Including...
Professional Preparation System	Board, Professional Development Task Group, Program Committee
Adult Learning Styles	Professional Development Task Group, Program Committee, Conference Planning Committee
Program Inclusiveness	Professional Development Task Group, Program Committee, Conference Planning Committee
Continuing Education	Professional Development Task Group, Program Committee, Conference Planning Committee, Professional Recognition Committee
Conferences	Professional Development Task Group, Conference Planning Committee
Publications	Professional Development Task Group, Publications Committee, Public Information Committee

NAEYC Affiliate Group Professional Development...

Professional Preparation System

Criteria for Effective Affiliate Groups

The Affiliate Group promotes high standards for formal and community-based professional preparation opportunities that lead toward an articulated system of professional development.

Affiliate Groups work toward a high-quality, national, articulated early childhood professional preparation system.

Affiliate Groups provide input into the development of, and promote the use of guidelines for, professional preparation at all levels—CDA, associate, baccalaureate, and advanced.

—ADP II-B-1, II-B-1a, II-B-1b

The field of early childhood education has been seeking consensus on the best practices for serving children and families for more than a decade. At the same time, efforts are moving forward to assure that these practices form the basis for high-quality professional preparation, and that these standards apply regardless of where you live, program sponsorship, regulatory structures, and professional preparation requirements. Imagine the benefits of being able to move from one state to another and still be qualified to work in the same capacity with young children!

NAEYC Affiliate Groups are among the wide array of organizations and institutions that engage in some way in the professional preparation of early childhood educators. Many community and state groups provide or cosponsor conferences, workshops, study groups, or similar learning opportunities. Increasingly, these activities are expected to fit within the more formal, articulated professional preparation system that is emerging and to incorporate new technologies.

See How Your Affiliate Group Fits

To gain a clearer understanding of your Affiliate Group's current role in the professional preparation system, review your efforts in this area. The Member Survey (which your Affiliate Group designs) and the Affiliate Group Leader Interview (see Chapter 3 of this *Handbook)* are among the best ways to tap member perceptions on this topic. You may also need a copy of your state requirements for staff and programs serving young children from birth through age 8.

Your Affiliate Group Action Plan, or similar long-range strategic plan, most likely outlines how your organization promotes high standards of quality for professional preparation.

NAEYC's National Institute for Early Childhood Professional Development is a partner with Affiliate Groups as we strive to enhance the quality and consistency of early childhood professional development. The Institute holds an annual conference for leaders and emerging leaders in the field.

Form Networks

Communication within, and among, community and state Affiliate Groups is essential to ensure high standards and coordinated advocacy efforts for professional development. Affiliate Groups who collaborate with other groups are likely to have the most impact on development of high standards and a system responsive to the diversity of the field.

The chart on the next page lists a few of the ways in which NAEYC Affiliate Groups can play key roles in this exciting effort to bring about a unified, national system of professional development.

Ways Affiliate Groups Support an Articulated Professional Development System

To increase quality of professional preparation

Seek donors for scholarships to enable members to further their professional development

Ask qualified members to be CDA Advisors and Seminar Instructors, workshop leaders, and conference planners

Recommend qualified members as instructors in secondary and post-secondary programs

Urge local and state institutions to provide preservice training that is affordable, accessible, and of high quality and that meets NAEYC/NCATE's 1994 Professional Preparation Guidelines

Encourage local and state institutions to offer affordable, accessible, high-quality inservice learning opportunities that meet NAEYC/NCATE's 1994 Professional Preparation Guidelines

Collaborate with state and regional Affiliate Groups, NAEYC, Council for Early Childhood Professional Recognition, and NAEYC's National Institute for Early Childhood Professional Development to upgrade professional preparation opportunities

To support an articulated system of professional preparation

Find funding so at least one member can attend the annual conference of the National Institute for Early Childhood Professional Development

Alert members to the importance of career mobility within and among states

Build a commitment to high-quality professional preparation as a key element in providing good experiences for young children and families

Form partnerships within your community or state among various types and levels of training providers (such as school districts, Head Start, community colleges, higher education, consultants, Affiliate Groups)

Seek ways to pool funding streams to benefit a more inclusive group of early childhood educators

Advocate for high standards of professional preparation

Work toward continuity of professional preparation and certification requirements among all states

---

For Further Information

Copple, C. (1991). *Quality matters: Improving the professional development of the early childhood work force.* Washington, DC: NAEYC.

Johnson, J., & McCracken, J.B. (Eds.) (1994). *The early childhood career lattice: Perspectives on professional development.* Washington, DC: NAEYC.

Jones, E. (Ed.). (1993). *Growing teachers: Partnerships in staff development.* Washington, DC: NAEYC.

Morgan, G., Azer, S., Costley, J., Genser, A., Goodman, I., Lombardi, J., & McGimsey, B. (1993). *Making a career of it: The state of the states report on career development in early care and education.* Boston, MA: The Center for Career Development in Early Care and Education at Wheelock College.

NAEYC, Division for Early Childhood of the Council for Exceptional Children, & the National Board for Professional Teaching Standards. (1996). *Guidelines for preparation of early childhood professionals.* Washington, DC: NAEYC.

NAEYC Position Statement. *Conceptual Framework for Early Childhood Professional Development*

NAEYC Position Statement. *Guidelines for Preparation of Early Childhood Professionals*

NAEYC Position Statement. *Personnel Standards for Early Education and Early Intervention*

NAEYC Web site: www.naeyc.org

National Association of Elementary School Principals. (1990). *Early childhood education and the elementary school principal: Standards for quality programs for young children.* Alexandria, VA: Author.

National Institute for Early Childhood Professional Development, found on the Web at www.naeyc.org

O'Donnell, N.S., & Galinsky, E. (1998). *Measuring progress and results in early system development.* 330 Seventh Avenue, New York, NY: Families and Work Institute.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Adult Learning Styles

Criteria for Effective Affiliate Groups

The Affiliate Group's activities promote deeper understandings of the knowledge and skills required to engage in informed professional practice.

Members are offered ample opportunities to engage in in-depth professional improvement activities.

Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base.

Participants in Affiliate Group activities gain, practice, and model skills necessary for appropriate practice with young children, families, co-workers, and adult learners.
—ADP II-A-2, II-A-2a, II-A-2b, II-A-2c

Adults are active learners, just as children are active learners. Our degrees of experiences and understandings vary widely, just as children's do. We are most curious about things that interest us, and affect our lives, again much like learners at younger ages. The challenge for Affiliate Groups is to find the tools and strategies that are the best match for members as they improve their capacity to work with and on behalf of young children.

In order to analyze how successfully your Affiliate Group is addressing the learning needs of its members, review the perceptions gathered during your annual self-study with surveys such as the Affiliate Group Leader Interview (in Chapter 3 of this *Handbook).* Organizations involved in the Association Development Process (ADP) may find Member Survey responses especially helpful.

Most likely, some type of professional development efforts are included in your organization's Action Plan. Review these activities to determine whether they reflect current knowledge about adult learning styles.

> People who are going to be
> teachers of young children
> should be taught
> in the same way they will teach.
> —Elizabeth Jones

How Adults (and Children) Learn

1. Under optimal conditions of safety and challenge, human beings are inherently curious, intrinsically motivated, self-directed learners.
2. Knowledge is constructed by the learner through action on the environment and interaction with peers.
3. The construction of knowledge involves narrative and socioemotional, as well as logical, connections. Knowing is embedded in collectively shared meanings and depends on validation in significant relationships.
4. Active, self-expressive learning is necessarily a social process; it should take place in, and contribute to, a democratic community of critical thinkers.
5. Learning takes place in the context of social/political realities. In a diverse society, members of groups with unequal access to power often internalize oppression and fail to develop an effective voice. Education is never neutral; it can be designed to maintain or to change the status quo.

Note. From *Growing Teachers: Partnerships in Staff Development* (p. xiii) edited by Elizabeth Jones, 1993, Washington, DC: NAEYC. Copyright © 1993 by Elizabeth Jones. Reprinted by permission.

Jones's principles of adult learning apply to nearly every Affiliate Group activity, from orientation of new members and leaders to planning workshops or conferences and publishing resources for professional development.

Here are some questions to keep you thinking about how well these types of events and resources match adult learning styles:

- How do we identify current needs for professional development (such as infant and toddler or primary-level teaching)?
- How does the event/publication address current member interests?
- What practices (recommendations, samples) assure that presenters/writers are attuned to adult learning styles?
- How do Affiliate Group events/publications pique curiosity and build on what participants/readers already know?
- What techniques do Affiliate Group leaders use to root professional development opportunities in the context of the community, state, and national culture?
- How do events/publications encourage adults to construct knowledge?
- What efforts are made to stimulate a commitment to action as a result of learning opportunities?

> If teachers are to set up classrooms
> where inquiry is encouraged,
> then they must be educated in ways that
> encourage inquiry.
> —Jacqueline Grennon Brooks

For Further Information

Alexander, N.P. (1994, July). Early childhood professional development and the electronic age. *Young Children, 49*(5), 26-27.

Carter, M., & Curtis, D. (1994). *Training teachers: A harvest of theory and practice.* St. Paul, MN: Redleaf Press.

Duff, R.E., Brown, M.H., & Van Scoy, I.J. (1995, May). Reflection and self-evaluation: Keys to professional development. *Young Children, 50*(4), 81-88.

Early Childhood Research Quarterly

Eggbeer, L., & Fenichel, E. (Eds.). (December 1994/January 1995). *Educating and supporting the infant/family work force: Models, methods and materials.* Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

Epstein, A.S. (1993). *Training for quality: Improving early childhood programs through systematic in-service training.* Ypsilanti, MI: High/Scope Press.

NAEYC Position Statement. *Conceptual Framework for Early Childhood Professional Development*

NAEYC Position Statement. *Guidelines for Preparation of Early Childhood Professionals*

NAEYC Position Statement. *Personnel Standards for Early Education and Early Intervention*

NAEYC Web site: www.naeyc.org

National Institute for Early Childhood Professional Development

Neugebauer, B. (1991). *The anti-ordinary thinkbook—A stimulating tool for staff training and team-building in early childhood programs.* Redmond, WA: Exchange Press.

Phillips, C.B. (Ed.). (1991). *Essentials for Child Development Associates working with young children.* Washington, DC: Council for Early Childhood Professional Recognition.

Shore, R. (1997). *Rethinking the brain: New insights into early development.* New York: Families and Work Institute.

Tertell, E.A., Klein, S.M., & Jewett, J.L. (Eds.). (1998). *When teachers reflect: Journeys toward effective, inclusive practice.* Washington, DC: NAEYC.

Vartuli, S., & Fyfe, B. (1993, May). Teachers need developmentally appropriate practices too. *Young Children, 48*(4), 36-42.

Young Children

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Program Inclusiveness

Criteria for Effective Affiliate Groups

Affiliate Group program activities are accessible and include a wide range of content.

Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

The Affiliate Group employs a variety of activities to engage early childhood educators in professional growth.

Members have access to a broad range of up-to-date information on issues affecting young children, their families, and early childhood programs.

An ample, convenient variety of networking opportunities for members is available through the Affiliate Group.

The Affiliate Group's activities promote deeper understandings of the knowledge and skills required to engage in informed professional practice.

Members are offered ample opportunities to engage in in-depth professional improvement activities.

—ADP I-A-2c, I-F-1b, II-A-1, II-A-1a, II-A-1b, II-A-2, II-A-2a

One of the most appealing benefits of being an NAEYC Affiliate Group member is the opportunity to keep abreast of cutting-edge issues and information in our field. Professional development is one of NAEYC's three main goals. It is undoubtedly built into your Affiliate Group's mission statement, too.

In addition to the mission statement, your Affiliate Group may want to stress professional development by formalizing a policy statement such as this one, and developing related procedures to implement it.

■■■■■■■

Sample Policy

Professional Development

The ______ AEYC promotes high standards of quality for professional development of personnel who work with young children and adult learners. The organization provides convenient, regular, affordable access to high-quality resources and experiences for early childhood professionals.

How does your Affiliate Group help members do a better job in working with children, families, and each other? There are a lot of factors that program planning leaders must consider in meeting the needs of our inclusive profession!

Establish a policy such as this one and identify specific procedures to address a variety of audiences, topics, and skill levels. This process further solidifies your Affiliate Group's commitment to continuous efforts to improve program inclusiveness.

■■■■■■■

Sample Policy

Program Inclusiveness

Members of _______ AEYC have access to a wide range of professional development opportunities that promote deeper understandings of the knowledge and skills required to engage in informed professional practice.

BEST COPY AVAILABLE

What Do You Do Now?

Start with a review of the results of your annual self-study and Association Development Process (ADP) to formulate a picture about how well current professional development efforts address goals in your mission statement. This process is described in Chapter 3 of the *Handbook*. Member Survey comments may contain valuable suggestions for improvement or expansion.

Experiences of Affiliate Group leaders undoubtedly contain ideas to inform the planning process as well. The Community Outreach Locator and the Community/State Interview Process may stimulate thinking about possible collaborators.

The Inclusiveness Planning Tool is a rich resource of information about audiences to reach, potential offerings, and possible gaps to fill in the future. Use these insights in planning professional development activities that appeal to an inclusive group of members.

To delve more deeply into professional development issues, your Affiliate Group may want to conduct one or more *focus groups*. Find a leader who is a good listener. Ask open-ended, thought-provoking questions. A focus group on program inclusiveness might invite members with a wide variety of preparation levels and professional roles. A videotape of a session can be studied again and again, to better understand the feedback.

Consider Some Options

Program planners make a host of decisions and balance many different Affiliate Group priorities when you select which professional development opportunities to offer. A few principles and ideas for designing effective programs are identified in Chapter 6. Two of the greatest areas of national need for adult learning opportunities in the field lie in the areas of infant/toddler child care and teaching in the primary grades. These and/or other areas may be the most pressing in your Affiliate Group outreach area.

Questions to ask about the possibilities for improving your community or state Affiliate Group-sponsored professional development activities are listed on the next page. Some of these questions might be used during another focus group to consider the possibilities for your Affiliate Group's future professional development efforts.

For Further Information

Alexander, N.P. (1994, July). Early childhood professional development and the electronic age. *Young Children, 49*(5), 26-27.

Block, P. (1987). *The empowered manager: Positive political skills at work.* San Francisco: Jossey-Bass.

Carter, M., & Curtis, D. (1994). *Training teachers: A harvest of theory and practice.* St. Paul, MN: Redleaf Press.

Covey, S.R. (1992). *Principle-centered leadership.* New York: Simon & Schuster.

Duff, R.E., Brown, M.H., & Van Scoy, I.J. (1995, May). Reflection and self-evaluation: Keys to professional development. *Young Children, 50*(4), 81-88.

Katz, L. (1972). Developmental stages of preschool teachers. *The Elementary School Journal, 73*(1), 50-54.

Knowles, M.S. (1991). *The adult learner: A neglected species.* Houston: Gulf Publishing.

NAEYC Web site: www.naeyc.org

National Institute for Early Childhood Professional Development Conference

Robertson, S. (1992). *Find a mentor or be one.* Rockville, MD: American Occupational Therapy Association.

Vartuli, S., & Fyfe, B. (1993, May). Teachers need developmentally appropriate practices too. *Young Children, 48*(4), 36-42.

Wadlington, E. (1995, May). Basing early childhood teacher education on adult education principles. *Young Children, 50*(4), 76-80.

Young Children

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Factors to Consider When Planning
Inclusive Professional Development Activities

Area	Questions to Ask
Audience	What are the most pertinent characteristics of the membership—work settings, populations served, professional roles, geographic distribution, travel distances—to address to assure inclusion?
Topics	Which professional development topics best match members' needs? Professional practice? QCA improvements? Public policy/awareness? Leadership? How can the activity address both skills and knowledge?
Content scope and sequence	About how many members will be challenged at each level—Introductory? Moderate? Advanced? What choices need to be offered? What opportunities are available in the state, regionally, or nationally? How might members engage in research to add to the knowledge base of the profession?
Format	What formats—conferences, seminars, study groups, videos, mentors, publications, informal discussion groups, support groups, formal speakers, online network, teleconferencing—are most appropriate for the material and audience? Which are the best models of professional practices? How will follow through be accomplished?
Timeliness	How could the activity stimulate members to become proactive change agents? On position statements recently adopted by the Affiliate Group? On proposed legislation? On other issues? What current needs (such as infant/toddler, CDA, or antibias practices) are evident within the membership? How frequently can activities be offered?
Presenter or mentor qualifications	Which individuals work most effectively with the intended audience? In the proposed format? Which people are authentic experts? What is their availability? What resources could R&Rs offer? How can community colleges be involved, with CDA education, for example?
Outreach strategies	What dates are available? Where are convenient, accessible facilities located? When are they available? What publicity is needed? How can state, regional, or NAEYC resources be included? Which leaders could be encouraged to present at other levels?
Budget	How much of the cost could the Affiliate Group reasonably be expected to cover? What fees to participate are appropriate to charge? Could scholarships be offered?

NAEYC Affiliate Group Professional Practices...

Continuing Education

Criteria for Effective Affiliate Groups

Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base.

The Affiliate Group encourages individuals to continue to engage in professional development.

Affiliate Groups are committed to sustaining professional development for all those who pursue careers in early childhood education.

Promote implementation of high standards of quality for professional practice in programs for young children and their families.

The Affiliate Group supports developmentally, individually, and culturally appropriate curriculum, assessment, and teaching practices for children from birth through age 8.

Affiliate Groups are committed to ensuring the use of developmentally appropriate practices in programs for young children.

Affiliate Groups are committed to ensuring implementation of appropriate curriculum and assessment in programs for young children.

Affiliate Groups are committed to ensuring culturally appropriate and antibias environments and practices in programs for young children.

Affiliate Groups are committed to ensuring inclusive practices for children with diverse abilities in programs for young children.
—ADP II-A-2b, II-B-2, II-B-2a, II-C, II-C-1, II-C-1a, II-C-1b, II-C-1c, II-C-1d

Educators are always learning from our experiences and each other. From informal networking opportunities during meetings to formal, in-depth study sessions, Affiliate Groups keep the spark alive.

What's Happening?

What types of continuing education activities are offered by your Affiliate Group? To get an overview, we suggest you review your self-study and Association Development Process (ADP) findings (see Chapter 3). The Member Survey and Affiliate Group Leader Interview contain important information about what members think about current activities as well as suggestions for improvement.

> If you want to truly understand something,
> try to change it.
> —Kurt Lewin

Linking Content, Strategies, and Outcomes

Adults learn in much the same way as children—by actively engaging in meaningful, challenging activities. As Affiliate Groups explore new ways to keep members abreast of developments in the profession, we must constantly keep in mind:

- content—what is being learned
- learning strategies—how the content is being learned
- reflective implementation—ways to evaluate a participant's effectiveness in applying learning

Characteristics of Effective Learning Opportunities For Adults

Planners...

- Identify the most relevant needs of the target group(s) to attract
- Select qualified, competent leaders who respect and encourage adult learners
- Establish a learning environment that invites participation: convenient location and time, accessible facility, comfortable and compatible setting, affordable fees
- Build in follow through—after participants have had a chance to implement the ideas, leader or supervisor observes participants, offers feedback, and responds to questions

Leaders...

- Convey enthusiasm for teaching and learning
- Operate within a framework of content and inviting teaching strategies that reflects sound theory/practice/research in the field
- Match the material and presentation techniques to adult learning styles, participant backgrounds, and their professional roles
- Begin with user-friendly, practical information that can be implemented immediately
- Present new ideas clearly and in a sensible sequence
- Capitalize on tantalizing, interactive, hands-on group facilitation strategies
- Build bridges between what participants already know and what they are learning
- Enable participants to learn from one another
- Encourage questions
- Include time for practice in a compatible setting

Participants...

- Take responsibility for their own learning by selecting learning opportunities that address their needs and interests and stretch their capacities
- Incorporate what they learn into their knowledge framework
- Grow in professional self-esteem through engaging in continuing education
- Make a genuine effort to adapt new knowledge and skills into practice

Explore the Options

Planners of professional development activities may find it helpful to use a worksheet such as the one that begins on the next page to help narrow down the possibilities for the most effective ways to support continuing education within your Affiliate Group. Remember, we learn from every experience, including working with others to spread the word about professional practices!

Follow Through

Evaluation of every Affiliate Group professional development initiative will enable your organization's planners to duplicate successes and improve future activities. Consider these methods to find our how effectively your Affiliate Group goals are being met.

- Assessments of data such as attendance figures, resource sales, new memberships
- Formal evaluation forms for participants and planners to complete at the end of an event such as a discussion or workshop, including suggestions for improvement
- Informal evaluations of an event's strengths and weaknesses
- Solicited and unsolicited feedback from participants after they have had an opportunity to implement ideas
- Reports requested from supervisors' observations of participants on how well the new insights were integrated into everyday practice

Whatever you want, give it away.
This may sound odd, but the technique works.
Try giving away
power,
respect,
enthusiasm,
compassion,
and recognition.

NAEYC Affiliate Group
Professional Development Activities Planning Worksheet

Type of Activity	Affiliate Group Goals Addressed	Target Audience(s)	Resource Links
Subscribe to an Internet service provider			
Model conflict resolution strategies			
Help resolve issues that have their roots in inclusiveness			
Address challenges in making inclusion work			
Discuss new books			
Discuss new articles in *Young Children*			
Discuss new articles in *Early Childhood Research Quarterly*			
View and discuss videos			
Tape an exemplary practitioner in action and analyze her/his practices			
Sponsor in-depth seminars			
Arrange program visits among members			
Set up site visits to accessible facilities			
Develop position statements			

NAEYC Affiliate Group
Professional Development Activities Planning Worksheet (continued)

Type of Activity	Affiliate Group Goals Addressed	Target Audience(s)	Resource Links
Study/implement position statements			
Attend meetings of allied professions			
Set up observations of early childhood professionals			
Arrange observations of allied professionals			
Support CDA Candidates (scholarships, Field Advisors, Seminars)			
Support accreditation of programs through National Academy of Early Childhood Programs			
Publicize accredited programs			
Establish an Affiliate Group library			
Provide copies of *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*			
Locate sites for field placements of emerging professionals			
Arrange transition efforts with families, kindergarten teachers, and child care providers			

NAEYC Affiliate Group
Professional Development Activities Planning Worksheet (continued)

Type of Activity	Affiliate Group Goals Addressed	Target Audience(s)	Resource Links
Model appropriate practices during Week of the Young Child			
Hold open houses at exemplary programs			
Facilitate interagency developmental screening			
Discuss issues such as education reform with families and educators			
Work with officials to establish appropriate guidelines for school entrance			
Collaborate with community and state groups			
Participate in NAEYC's Leading Edge video conference			

Instant
Communication

Link up to the fast-paced world of early childhood education through telecommunications!

All you need is a computer, a modem, and a telephone line. Access NAEYC online via the Association's own home page
—www.naeyc.org—
through your Internet service provider.

NAEYC updates are at your fingertips instantly! Gain instant turnaround time on advocacy issues. Hook up to the White House and ERIC. Send e-mail. All this and more is available.

NAEYC's World Wide Web site
www.naeyc.org

NAEYC Affiliate/Field Services
e-mail address
affiliate@naeyc.org

Technology enables every professional—from remote rural locations to urban areas—to communicate instantly and keep abreast of our field. Don't be left behind!

For Further Information

Alexander, N.P. (1994, July). Early childhood professional development and the electronic age. *Young Children, 49*(5), 26-27.

Carter, M., & Curtis, D. (1994). *Training teachers: A harvest of theory and practice.* St. Paul, MN: Redleaf Press.

Copple, C. (1991). *Quality matters: Improving the professional development of the early childhood work force.* Washington, DC: NAEYC.

Duff, R.E., Brown, M.H., & Van Scoy, I.J. (1995, May). Reflection and self-evaluation: Keys to professional development. *Young Children, 50*(4), 81-88.

Johnson, J., & McCracken, J.B. (Eds.). (1994). *The early childhood career lattice: Perspectives on professional development.* Washington, DC: NAEYC.

Jones, E. (Ed.). (1993). *Growing teachers: Partnerships in staff development.* Washington, DC: NAEYC.

Knowles, M.S. (1991). *The adult learner: A neglected species.* Houston: Gulf Publishing.

NAEYC Leading Edge Video Conference

NAEYC Web site: www.naeyc.org

NAEYC Position Statement. *Conceptual Framework for Early Childhood Professional Development*

Natale, J.A. (1995, April). Animating education. *The American School Board Journal,* 23-27.

National Institute for Early Childhood Professional Development Conference

Vartuli, S., & Fyfe, B. (1993, May). Teachers need developmentally appropriate practices too. *Young Children, 48*(4), 36-42.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Professional Practices...

Conferences

Criteria for Effective Affiliate Groups

Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

Frequent personal contacts maintain links among members, Affiliate Groups, and NAEYC.

Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base.

—ADP I-E-2a, I-G-1, II-A-2b

Local, state, regional, and national early childhood conferences have become a staple of professional development activities in the field. The planning tips here, and the principles for designing effective programs outlined in Chapter 6 of this *Handbook*, can help you plan future events.

Review Conference Policies and Experiences

Most likely, a great deal of information already exists about your Affiliate Group's conference. Your organization may even have a policy such as this one, and elaborate procedures for conducting conferences:

■■■■■■■

Sample Policy

Event Management

Events sponsored by ________ AEYC are designed to be affordable and accessible to attract an inclusive group of participants. Events are planned and managed in a professional manner.

In addition to the evaluations completed by conference participants and attendees, these tools, all included elsewhere in this *Handbook*, contain valuable details about past conferences sponsored by your Affiliate Group and can help you pinpoint future planning challenges:

- Document Checklist (Chapter 1)
- Inclusiveness Planning Tool (Chapter 3)
- Member Survey (Chapter 3)
- Affiliate Group Leader Interview (Chapter 3)
- Community Outreach Locator (Chapter 3)

In every aspect of conference planning, the goal is to make sure that everyone feels welcome, and that top-notch professional development experiences are offered.

Affiliate Groups are strongly encouraged to build a cadre of experienced conference planners who can draw on each other's experiences to make wise decisions—your Affiliate Group's reputation and budget may well be at stake. New Affiliate Groups are especially urged to link with experienced conference planners in nearby areas who can offer invaluable assistance.

Launch Your Conference

Start by establishing a timetable that identifies when conference-planning tasks must be accomplished. The sample schedule later in this Conferences section may be tailored to your Affiliate Group's specific needs and experiences.

Your Conference Planning Committee has primary responsibility for the entire event. Assign responsibilities early and regularly monitor progress. Exact timetables vary depending on the size of the event, facility availability, season, and location. Track every task to make sure nothing slips through the cracks!

Contracts, Insurance, and Other Legal Considerations

Careful conference planning and contract negotiations are necessary to assure that your Affiliate Group protects its own interests. Limited liability insurance coverage is provided by NAEYC for many Affiliate Group events. Detailed information on these critical topics is found in other chapters of this *Handbook*:

- Insurance Coverage—Chapter 2
- Meeting Site Review—Chapter 2
- Contracts—Chapter 4

When negotiating agreements with individuals such as keynote speakers, keep these considerations in mind:

- schedule major engagements far in advance
- put all contracts in writing (dates, fees, theme, location, times and presentation lengths, likely background and number of participants, content, technology)
- state which fees/arrangements are covered (transportation, hotel, meals, honorarium, copying) and any limits
- provide copies of advance publicity, a thank you note, and conference evaluations to presenters

Planning

Conferences probably take more planning than any other Affiliate Group event. Computerization of all records is highly recommended. Some of the considerations to take into account are listed in the chart on the last page of this section.

Conference Planning Terms

Americans With Disabilities Act (ADA)—legislation requiring public buildings to be accessible to individuals with physical disabilities

banquet event order (BEO)—form used for catering arrangements
blocked space—reservations made by conference planners for meeting rooms, exhibit space, and sleeping rooms. Find out what the facility's policies are about release of any space, overbookings, and late reservations.

cancellation clause—contract provisions containing penalties to BOTH parties for failure to comply with the terms of the contract
confirmation—oral or written agreement about booked accommodations
convention service manager (CSM)—facility staff in charge of event arrangements

master account—the account to which authorized charges by a group are recorded. Decide in advance who is authorized to sign charges to this account, and which charges are acceptable.
meeting room setups—
- *banquet/roundtable:* for dining or small discussion groups, round tables with seating for 8 to 10 people
- *classroom:* for note taking, rectangular tables with chairs facing podium
- *conference:* for exchange of ideas/board meetings, seats placed around tables in hollow square, rectangle, or horseshoe shape
- *theater/auditorium:* for lecture sessions, includes podium/stage with facing rows of seats

rates—commercial or corporate rate is special rate negotiated with organization making prior arrangements; rack rate is standard room rate

turnaround/turnover—time it takes to undo a room setup and reset it for the next function

Making a
Good Presentation

by Frank Grazian and Don Bagin

To get ahead—and to help your organizations prosper—you must be able to make effective presentations. Unfortunately, too many business and professional people have never been trained to present well. They often appear stiff and uncomfortable and, as a result, fail to connect with their audiences.

A study reported in *Management World* a few years ago revealed that the most frequent problems noted in presenters were

- monotone speeches devoid of enthusiasm
- few or no gestures or too little animation
- infrequent eye contact with the audience
- slouching while speaking

Here's a roundup of tips that will help improve presentations.

- Know your topic thoroughly—and get excited about it. This will help boost your confidence.
- Learn to make emotional contact with your audience. To do this, you have to be enthusiastic about your topic and communicate that enthusiasm to others.
- Learn as much as you can about your audience members beforehand. Find out what they know about your subject and what you can tell them that they need to know.
- Avoid reading a speech. Unless you're skilled at delivering written speeches, you'll sound unnatural. Use note cards instead with one major point per page.
- Before starting to make notes for the presentation, complete this statement: "As a result of hearing me, the audience should be able to _____." Then plan your presentation around this statement.
- Prepare cards "1a," "1b," "1c," "2a," "2b," "2c," etc. If you're asked to shorten your speech, use only the "a" cards. If you're asked to stretch it, use "a," "b," and "c" cards. If you're allowed to adhere to the original time period, use "a" and "b" cards. This will guarantee flow and allow you to cover all your key points.
- Be yourself as much as possible. Talk to the audience members as if they were friends. Pick out a few friendly faces and develop eye contact with them while presenting. Keep eye contact with each person for about 3 or 4 seconds and then look at someone else.
- If the audience has been seated for 45 minutes or more before your speech, use any excuse to have people stand before you begin.
- If using a lectern, move away from it occasionally. Don't use it as a shield between you and the audience.
- Stand erect as you speak even if you're using a lectern. Use your arms to gesture in a natural way.

Frank Grazian is executive editor and Don Bagin is publisher of *communication briefings*, 1101 King Street, Suite 110, Alexandria, VA 22304. This article appeared in the June 1995 issue. Reprinted with permission.

Tips on
Effective Session Evaluations

by Cary Crocker

When designing your conference session evaluations, the first question to ask is: What is the primary goal of an evaluation?

According to James Landerkin, an association consultant, the primary goal is to determine whether session attendees feel that they received their money's worth—not only in terms of registration costs but also in the time spent attending the sessions.

Landerkin notes that an effective evaluation allows attendees to rate a session or conference easily and effectively. He suggests that an evaluation include questions such as

- Were the speakers effective in their presentation and knowledgeable in their subject? Did they involve the audience?
- Were rooms comfortable and could you hear well?
- Were there distractions? (Distractions interfere with attendees' ability to focus on a presentation.)
- Were the topics relevant to your interests and needs?
- Were the presentation's objectives well structured? Were they achieved?

- What topics were missing in the conference?
- Were the networking sessions worthwhile?

Effective evaluations depend upon getting feedback from as many participants as possible. Make evaluations user-friendly by following these tips:

- Put session title or conference title at the top.
- Make the form attractive and easy to fill out.
- Keep questions short and clear.

An open-ended comment section may follow each question.

Questionnaires can be collected and analyzed by hand. A good alternative is to obtain statistical computer software, or hire an outside firm to help produce and analyze the questionnaire. Questions that are analyzed and cross-tabulated will yield more information.

After reviewing the evaluation results with your conference committee, share a summary with membership and presenters. The success of your next conference depends on your current conference, so try to produce effective conference surveys now for the future.

Adapted with permission, the Meetings and Expositions Section of the American Society of Association Executives, 1575 Eye Street, N.W., Washington, DC 20005-1168; from the May 1995 *Meetings & Expositions* newsletter. Copyright © 1995.

For Further Information

California Association for the Education of Young Children. (1999). CAEYC conference manual. P.O. Box 160373, Sacramento, CA 95826-0373: CAEYC. Phone (916) 442-4703, fax (916) 442-8053, e-mal CAEYC@aol.com.

Carey, R. (1994, May). A meeting planner's glossary. *Successful Meetings*, 51-55.

ITT Sheraton Corp. (1990). *The ITT Sheraton Meeting Guide*. Boston: Author.

NAEYC Annual Conference

NAEYC Leadership Conference

NAEYC Leading Edge Video Conference

NAEYC Position Statement. *Conceptual Framework for Early Childhood Professional Development*

NAEYC Web site: www.naeyc.org

National Institute for Early Childhood Professional Development Conference

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

The Affiliate quarterly newsletter

Young Children

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Sample
Conference Planning Timetable

Target Dates	Details to Arrange
One year or more in advance	Appoint Conference Committee, establish/review policies and procedures, choose dates, establish budget, arrange insurance, book hotel/conference center, decide on theme, engage keynote speaker, establish presenter guidelines, request proposals from potential presenters, announce dates to Affiliate Group members and early childhood audience, begin to prepare exhibit arrangements and publicity, maintain records of all contacts
9 months before	Review presenter proposals, invite VIPs including state or regional Affiliate Group representatives, arrange site visits/tours, complete conference schedule, arrange any transportation, invite exhibitors, monitor progress, publicize within Affiliate Group
6 months before	Finalize meeting room arrangements, select presenters, notify them of date and time of their presentation, ask presenters about any special arrangements (AV), begin major publicity, assemble preliminary program (including transportation and accommodation information), book exhibitors, arrange for signs, monitor progress
4 months before	Reconfirm arrangements with speakers, complete preliminary program, mail it with registration forms, begin registration process, recruit volunteers to assist during conference (resource sales, membership promotion, hospitality)
3 months before	Continue to confirm registrations, revitalize publicity, finalize meeting room setups with facility, verify VIP arrangements, begin to prepare final program, begin to prepare media contacts, prepare conference evaluations for presenters and participants, design monitoring process during conference (meeting room checks, attendance)
Last month	Continue to confirm registrations, print final program, issue press releases, reconfirm all arrangements with facility, prepare registration packets and name badges
Day before and during conference	Meet with volunteers/staff, review all setups, greet VIPs, monitor event activities, collect evaluations
After conference	Remove all materials, pay bills and gratuities, prepare financial report, evaluation, final report, send thank yous

305

Conference Planning Challenges

Arrangement	Challenges to Resolve
Date	Coordination with similar events (especially other Affiliate Group and national meetings), holidays, facility availability
Site	Rotate location, accessibility, facility availability and cost, effect of area's tourist appeal on attendance (especially at night and on weekends)
Schedule	Length of different types of events, room availability for varied presentations, breaks or refreshments alternate with lively sessions, room turnaround time
Theme	Timeliness, appeal to audience interest, flexibility for different levels and approaches, adaptability for logo, potential for related events, inclusivity, uniqueness
Presenters	Authentic experts, match with audience, availability, fees and expenses, arrangements (AV, handouts), criteria for content, inclusiveness, contingency plan for cancellations
Program offerings	Inclusivity, invite state/regional/national board members and staff to attend or address conference, visits to exemplary programs/providers
Exhibitors	Policies and procedures, fees, setups/outlets, insurance
Budget	Previous record, priorities, costs (food, labor, postage, printing, phone, shipping, taxes/tax exempt number, gratuities, presenter/VIP per diem), policies and procedures, competitive bids, written contracts, daily monitoring
Registration	Conference announcement, preconference program, registration packet, name badges, programs, record-keeping system—carefully proofread to avoid errors that can be costly and confusing!
Hospitality	Facilitator for each session, types of food/drinks, meal service reservations, directory of diverse local restaurants and events, variety of hotel accommodations, programs for spouses/children, transportation, VIP arrangements, signs for registration/presentations
Facility	Accessible, convenient, secure, business services, AV services, room set-ups, access to transportation (airport, cabs, subway), parking, requirements, ability to accommodate participant preferences
Publicity	Media relations (news releases, photo opportunities, speaker contacts), Affiliate Group newsletter, calendar in *Young Children*
Evaluation	Formal and informal assessments, evaluations from participants and planners, process to incorporate in future, feedback to presenters

NAEYC Affiliate Group Professional Practices...

Publications

Criteria for Effective Affiliate Groups

Affiliate Group materials include descriptions of the group's mission and activities.

Printed materials use words and images that demonstrate a commitment to diversity and inclusion.

Sale of NAEYC and other professional publications generates revenue for the Affiliate Group.

Publications keep members abreast of Association events, board actions, changes in regulations, legislative initiatives, and other pertinent information.

Members have access to a broad range of up-to-date information on issues affecting young children, their families, and early childhood programs.
—ADP I-A-1a, I-A-2f, I-E-1a, I-G-1b, II-A-1a

Affiliate Groups are prolific publishers, primarily of membership brochures and newsletters, publicity flyers and conference programs, news releases and position statements. Some more established groups publish refereed journals, and sophisticated books. A publications policy helps your group stay focused on its primary goals.

■■■■■■■

Sample Policy

Publications

Communication among _____ AEYC members is supported by publication of a quarterly newsletter, periodic public policy alerts, and occasional position statements. These publications demonstrate a commitment to diversity and inclusion and provide high-quality information on activities and the profession.

To survey how successful your Affiliate Group's publishing efforts are, and to identify some of the membership's needs, review the results of any evaluations such as the Member Survey (Chapter 3, used during the Association Development Process) and the Document Checklist (in Chapter 1 of this *Handbook*). Your strategic Action Plan may contain goals for specific publishing activities.

The suggestions here cover most publishing topics except

- **media relations,** which are briefly described in Chapter 8 of this *Handbook* and dealt with more fully in NAEYC's *Make the Week of the Young Child Count! A Guide for Planning WOYC in Your Community*, and
- **bulk mailing permits** for nonprofit organizations (see Chapter 2). These permits have requirements about number of pieces and advertising. Establish an advertising policy accordingly.

Electronic Revolution!

Desktop publishing, e-mail, online information services, copiers, and fax machines are radically changing the way Affiliate Groups publish materials. The boundaries are no longer set by cut-and-paste clip art, long printer's schedules, and skyrocketing postage rates.

Savvy Affiliate Groups are discovering the advantages of the Internet for keeping abreast of developments in the profession.

Much Affiliate Group information can be exchanged by fax—newsletters, public policy alerts, and meeting reminders—but most groups still rely heavily on printed materials. Publishing has quick turn-around times thanks to computers and copiers, but it is still a time-consuming and costly venture, and not without its risks.

Why Publish?

Each piece your Affiliate Group publishes should have one or more purposes, and be designed to complement local, regional, and/or national efforts to improve the quality of early childhood education. These are common, and frequently overlapping, reasons for Affiliate Groups to issue materials on paper:

- increase business communication within the Affiliate Group—events, board actions, elections, conference programs, calendar
- contribute to scholarship in the field—new research/theory/practices
- exchange information—changes in regulations, professional development opportunities, seek conference presenters
- support fundraising—appeals, event notices, sales brochures, event registration forms
- engage in advocacy—WOYC promotion, address legislative initiatives (see Chapter 8)
- recruit members—benefits of membership, increase awareness
- outreach to community—information for families, decision makers, citizens
- establish business presence—letterhead, mailing labels, officer business cards
- celebrate success—members' career accomplishments, program achievements, family milestones, projects completed

A Few Quick Tips

If your Affiliate Group wants to start or expand your publishing program, or improve the quality of what you offer, here are some tips from experienced hands:

- Exchange newsletters or journals with other Affiliate Groups and allied organizations to get ideas for content, illustrations, design, paper
- Take an adult education course on writing, editing, or grammar to polish your editorial and proofreading skills
- Offer a workshop on writing or taking photos for early childhood publications
- Keep an accurate record of bibliography entries
- Make sure your Affiliate Group's name and contact information, copyright date, and other important information appears in each publication
- Frequently talk with vendors such as paper suppliers and printers to solicit their advice—technology is changing rapidly
- Share experiences with other editors at the NAEYC Leadership Conference or similar regional events
- Conduct surveys or focus groups to make sure your publications continue to meet members' needs
- Encourage members to submit articles, ideas, and photos with releases to community, state, and national publications (remind them to request guidelines first)
- Work in your Affiliate Group's resource sales area and learn from the questions people ask
- Always proofread everything, and double check numbers—especially dollar amounts, dates, phone numbers, addresses—and names. Computer spell checks can't do it all. Errors can be very costly and may be impossible to correct!
- Call upon experienced people—Affiliate Group members or community experts—whenever you embark on a publishing project, to save time, money, and headaches. Insist on written contracts if a writer or editor is hired.

The following chart lists some of the main considerations to keep in mind whenever your Affiliate Group sets about the publish a document, whether it's a quarterly newsletter, a scholarly journal, or a flyer to promote an open house in a recently accredited program.

Primary Publishing Considerations
for NAEYC Affiliate Groups

Editorial

Responsibilities: Appoint experienced staff or volunteer editor and/or advisory committee, write clear job descriptions

Mission: Assure that every publication helps fulfill Affiliate Group mission, state mission in publication; clear purpose for publication

Policies: Develop editorial policies to assure focus, clarity, originality, content reflects sound research/theory/practice, words and images portray the range of diversity in the field, solicited or unsolicited material and photographs

Style: Establish author's guidelines for length, readability, intended audience, format (typewritten or disk), artwork or photos (black and white or color) that depict inclusiveness in organization and families served, usage guidelines (references, punctuation, terminology)

Selection: review process (editor or committee), editing or revision guidelines, final decision, contact with contributors, request ISBN and Library of Congress numbers for books, ISSN for serials

Budget: annual printing budget, project limit, sales price

Copyright: file to protect manuscripts and photographs

Advertising: (if allowed) fees, guidelines, copy preparation

Production

Schedule: due dates for all phases—editing, author approval, proofreading, camera-ready copy, final check, print/bind, mail

Process: desk-top computer, cut and paste, commercial typesetter

Design: page size of finished document, number of pages, layout, type of art (clip art, computer graphics, photographs, original art), ink color, number and location of folds, cover design, binding style (saddle stitch, 3-ring, perfect)

Paper: quality, color, weight, finish for cover and text stock

Printer: type of press or copier best suited to job, bids, contract

Print run: number of copies, delivery instructions, free copies to contributors

Payments: to authors or photographers (if any), production costs

Distribution

Packaging: shrink wrap, envelope, self-mailer, seal

Mailing: permit, stamps, or meter; sorting requirements

Sales: promotion method (direct mail, brochures, ads, display); fulfillment (mailing house, volunteer, staff)

Storage: protection, cost, accessibility

Newsletter Ideas

Newsletters are becoming increasingly popular because of their affordability, brevity, and quick turnaround. These ideas for publishing great newsletters are based on Preston (1995).

Planning: Plan a year's worth of features, interviews, and debates. Use surveys to get member feedback. Instead of delaying publication for time-sensitive information, use another means such as fax or e-mail. Support the editor's efforts to meet deadlines.

Advertising: Find an entrepreneurial member to oversee advertising. Instead of selling space, offer potential advertiser the option to supply sheets that can be folded, wrapped, blown, or bound into the newsletter. Advertising must be approached aggressively and demographic research is necessary, or the cost may outweigh the benefits.

Editorial: Find out what members already read, and aim the newsletter's readability at that level. Use an editorial advisory board to pinpoint issues, suggest authors, and write occasional articles. Develop a mission statement to guide editorial and design decisions. Encourage members to write and use their photos. Write photo captions as if readers will only look at the photos.

Design: Make sure the newsletter reflects the image of the association—design skill takes training, so consider hiring a freelancer, especially for the masthead, template designs for each page, and color scanning. Redesign the newsletter to celebrate a major milestone in the group's life. Give appropriate weight and focus to content. Use sidebars and graphics. Enter design competitions to obtain objective evaluations. If your Affiliate Group would like to see sample local and state newsletter formats from other Affiliates, contact NAEYC Field Services at (800) 424-2460 or (202) 232-8777, x 765, or e-mail affiliate@naeyc.org.

Production: Analyze costs and benefits of different types of printing carefully. Send the editor on a site visit to the printer. Review paper costs. Get bids, then select the printer that can meet your schedule.

Distribution: Fax advance copies to board members when information is critical. Use first-class mail it time is of the essence.

Legal: Have authors sign a copyright agreement. Always file for copyright.

> All the words are in the dictionary:
> All you need to do is
> put them in the right order.
> —Mark Twain

Copyright Issues

Copyright law protects manuscripts and artistic works including photographs, images, music and similar endeavors—from their creation for 50 years.

Only a brief, practical review of copyright information is included here. Laws change, and are subject to interpretation, so NAEYC cannot offer legal advice.

© Information Kit

Affiliate Groups who publish materials should be familiar with this symbol—©—and request a Copyright Information Kit from

Copyright Office
Library of Congress
Washington, DC 20559

To request a kit, call (202) 707-3000

Claiming Copyright

Because authors, photographers, and artists hold the rights to their work, these rights must either be assigned or claimed prior to or after publication. Typically, this is the way the system works.

> **Authors**—Established authors sometimes prefer to hold copyright. Most writers agree to assign their rights to the publisher. The choice is entirely up to the author. The person who holds copyright is responsible for filing the proper

forms, paying the registration fee, and handing requests for permissions to reprint.

The form that NAEYC uses for authors to assign copyright to NAEYC is included here as a sample. We recommend that your *Affiliate* Group develop a form specific to your needs and with the advice of a copyright expert. Be sure to maintain a secure file of all copyright assignments.

To file for copyright after the material is published, complete the appropriate form and follow the instructions.

To request copyright registration forms, call (202) 707-9100

Photographers and artists—Photographers and other artists generally prefer to claim copyright for their work. Publishers usually buy (or are donated) one-time use rights to use artistic creations.

Before photographers submit their work to a reputable publisher, they obtain model releases for all identifiable people in each shot (a sample model release is included in NAEYC's Photo Guidelines). Photographers also place their name and copyright symbol © (stamp or label) on each photograph or transparency.

Publishers are expected to carefully handle artwork, reproduce it as faithfully as possible, and return it to its creator, who files for copyright.

Copyright Notice

On the copyright page of nearly every publication including this one, and on most other printed items (except those which remain in the public domain) you will find a notice that reads similar to this:

> Copyright © 2000 by the National Association for the Education of Young Children. All rights reserved.

The notice may also include:

> No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, with prior permission of the publisher.

Reprint Permissions

Early childhood professional development materials are often duplicated in order to spread the word about high-quality programs for young children. Permission to reprint materials is often, but not necessarily, needed. Brief excerpts may usually be quoted, with the proper citation, but may not require permission.

These are the procedures *Young Children* follows regarding reprint permission; your Affiliate Group may wish to adapt similar policies to fit your situation. If your material is widely distributed, for example, the amount of time needed to process reprint permissions can be considerable.

> **No permission is needed** to make copies for personal use, for library reserve, or to share as handouts without cost and on a limited basis (20 or so copies) with students, teachers/staff, parents, or policy makers.
>
> **For permission to publish** material from *Young Children* in another form (curriculum guide, training manual, book, newsletter, journal, etc.), send a written request to NAEYC (Editorial Dept.) or to the author, whoever is noted as the copyright holder at the end of each article.
>
> **To obtain permission for academic photocopying** (course packets, study manuals) by copy centers or university bookstores, contact the Academic Permissions Service, Copyright Clearance Center, 222 Rosewood Dr., Danvers, MA 01923; (508) 750-8400.

A person who does not read good books
has little advantage over the
person who cannot read them.
—Mark Twain

COPYRIGHT FORM

From the time a work is created, **copyright automatically belongs** to the author. According to P.L. 94-553, the federal copyright law, publishers must obtain written rights or copyright transfer from authors. Please select one of two options.

(1) **Author retains copyright.*** If you wish to hold copyright, you are required by law to deposit two copies of the published material with the U.S. Copyright Office no later than 3 months after the publication date, and you may register the copyright by filing the appropriate forms with the Register of Copyrights, Copyright Office, Library of Congress, Washington, DC 20559 [for information, call (202) 707-3000; to request forms, call (202) 707-9100]. You will also be responsible for granting permission to quote from, translate, or reprint your material for inclusion in compilations, academic course packets, publisher textbooks, or other print and electronic media forms. NAEYC will forward any requests it receives to you.**

(2) **NAEYC receives copyright assignment.** If you wish to assign copyright to NAEYC, we will make the required deposit of copies with the U.S. Copyright Office. We will also grant or deny permission for the material to be reprinted elsewhere. If you assign copyright to NAEYC and you receive any requests for permission to reproduce or use parts of your article or chapter(s), please forward the requests to NAEYC, Rights and Permissions Editor. This assignment does not prohibit an author's own use or further development of the material in future writing projects.

Your signature on this form must be received before we will publish the material. In signing this release, you are attesting that your material is entirely your own original work except as cited by references or for which permission has been obtained to reprint in accordance with federal copyright law.

________I prefer to retain copyright and grant one-time publication rights to NAEYC. I will process reprint permission requests.

________I assign exclusive copyright privileges to NAEYC for the material listed below.

Title of article/chapter/book/brochure____

____

____

Signature Date

---

*NAEYC considers copying of journal articles for library reserve, personal use, or as handouts without cost and on a limited basis (20 or so copies) to students, teachers, staff, parents, or policymakers as "fair use" under the copyright law, requiring no permission.

**Authors retaining copyright must continue to provide NAEYC with current address information for us to properly forward permission requests.

Please copy this completed form for your files and return the original to NAEYC.

NAEYC
1509 16th St., N.W.
Washington, DC 20036-1426

Rev. 1/96

For Further Information

Adler, E.W. (1993). *Everyone's guide to successful publications.* Berkeley, CA: Peachpit Press.

American Psychological Association. (1995). *Publication manual of the American Psychological Association* (4th ed.). 1200 17th St., N.W., Washington, DC: Author.

Fanson, B.A. (1992). *Producing a first-class newsletter: A guide to planning, writing, editing, designing, photography, production, and printing.* Bellingham, WA: Self-Counsel Press.

Grossman, J. (1994). *Newsletters from the desktop: Designing effective publications with your computer.* Chapel Hill, NC: Ventana Press.

Jalongo, M.R., & McCracken, J.B. (1985). *Writing for professional publication in early childhood education.* Washington, DC: NAEYC.

Jalongo, M.R., & McCracken, J.B. (1997). *Writing about teaching and learning: A guide for aspiring and experienced authors.* Olney, MD: Association for Childhood Education International.

NAEYC Author Guidelines

NAEYC Leadership Conference

NAEYC Photo Guidelines

NAEYC Web site: www.naeyc.org

Norris, D.M., & Lofton, M.C.J.F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations.* Washington, DC: American Society of Association Executives Foundation, International Association for Exposition Management Foundation, International Association of Convention and Visitor Bureaus Foundation, Meeting Professionals International Foundation, Professional Convention Management Association Education Foundation.

Preston, C. (1995, May). Tips of the trade for newsletters. *Association Management,* 95-98, 139.

University of Chicago Press, The. (1993). *The Chicago manual of style* (14th ed.). Chicago: Author.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Chapter 8

Public Policy/ Public Awareness and Education Activities

BEST COPY AVAILABLE

Chapter 8

Public Policy/Public Awareness and Education Activities

Criteria for Effective Affiliate Groups

Improve public understanding of, and support and funding for, high-quality programs in center, homes, and schools for young children and their families

Develop and disseminate current information about the interrelationship of high-quality programs for children, adequate compensation for personnel, and affordability for consumers to community leaders and the public.

Take the lead to simulate advocacy for high-quality early childhood education among Affiliate Group members, program families, and the public.

The Affiliate Group's advocacy efforts to improve early childhood education are compatible with the principles of funding and administering high-quality programs.

Local Affiliate Groups support equitable compensation for early childhood professionals.

Members are urged to promote policies and regulations that improve quality, compensation, and affordability.

—ADP Goal III, III-A, III-B, III-B-2, III-B-2a, III-B-2b

Who will stand up for children and families if we don't? The question has been raised countless times, each with seemingly more urgency than the last. Who will assure equitable compensation for early childhood professionals if we don't? Again, we are the answer.

NAEYC and its Affiliate Groups are at the national, regional, and local forefronts on public policy and public awareness and education activities. The commitment to improve understanding about high-quality early childhood education is reflected in innumerable endeavors affecting members, program families, community leaders, and the public.

Effective advocates carefully plan their approaches. Coalitions are nurtured at all levels. Skills are combined with determination. NAEYC's Governing Board has adopted a number of position statements on critical topics in the field. Many of these positions evolved out of, or into, NAEYC resources, including the National Academy of Early Childhood Programs.

These materials and recommendations draw upon the experiences of advocates at all levels who articulate sound information about the development of young children, high-quality services for children and families, and the importance of the early years in life-long growth.

Advocacy Activities

Every NAEYC Affiliate Group determines which types of advocacy activities—and which topics—to concentrate on during the year. Some groups pick up on national position statements, as described in Chapter 6 of this *Handbook*. Others develop positions that address state or community concerns. Many groups engage in frequent information exchanges with allied professional groups or other advocates. Still others actively influence the decision-making process. Many respond to unplanned issues.

In order to successfully achieve an Affiliate Group's public policy and public awareness and education goals, attention must be focused, actions are carefully considered, coalitions are nurtured, and position statements are taken seriously. The choices for advocacy activities deserve careful consideration.

Public Awareness and Education Activities

A major component of advocacy in early childhood education lies in the realm of public awareness and education. Public understanding and support from the community, state, and nation is essential in order to assure adequate regulation and funding of high-quality programs in centers, homes, and schools.

Effective Affiliate Groups nurture continuous, trusting relationships with the media using a variety of strategies. Even negative publicity can be a tool to leverage action for better quality care and education!

Public Policy/Public Awareness and Education— Links With NAEYC and ADP

Annual strategic planning efforts, and participation in the Association Development Process (ADP), enable Affiliate Groups to focus on their short-term and long-range goals and strategies to achieve them.

Affiliate Groups, recognizing the urgency of their contributions in this arena, generally establish an annual public policy/public awareness and education agenda. The recommendations in this chapter can help your organization shape an effective, action-oriented plan to address the issues that are most pressing in communities and states.

Make Copies for Affiliate Group Leaders

Child and family advocates, Public Information Committees, Week of the Young Child planners, and various other Affiliate Group leaders will certainly want access to sections of this chapter. Generously make copies for all members who have an interest in the issues that fall within the realm of public discussion.

Copy These Public Policy/Awareness and Education Resources...	For Affiliate Group Leaders, Including...
Advocacy Focus	Board, Public Policy/Public Awareness and Education Task Group, Public Policy Committee
Options for Action	Board, Public Policy/Public Awareness and Education Task Group, Public Policy Committee
Coalition Building	Board, Public Policy Committee
Writing Position Statements	Board, Public Policy Committee, Liaison to National Academy of Early Childhood Programs
Media Relations	Public Policy/Public Awareness and Education Task Group, Public Policy Committee, Public Information Committee
Put a Positive Spin on Negative Publicity	Public Policy Committee, Public Information Committee
Week of the Young Child	Public Policy/Public Awareness and Education Task Group, Week of the Young Child Committee

NAEYC Affiliate Group Advocacy Activities...

Advocacy Focus

Criteria for Effective Affiliate Groups

The Affiliate Group creates and sustains a visible presence as a respected early childhood education organization within the community and state.

The image of early childhood educators as dedicated professionals who support families and healthy child development is strengthened by the Affiliate Group.

The Affiliate Group fosters leadership in public awareness and education, the public policy process, and advocacy.

An efficient system to spark action within, and respond to, the local, state, and national legislative process, is build and maintained by the Affiliate Group.

Members have ready access to opportunities to further develop their advocacy skills.

The Affiliate Group's advocacy efforts to improve early childhood education are compatible with the principles of funding and administering high-quality programs.
—ADP III-A-1, III-A-1a, III-B-1, III-B-1a, III-B-1b, III-B-2

> When you cease to make a contribution
> you begin to die.
> —Eleanor Roosevelt

Six Advocacy Contributions
Early Childhood Educators Can Make

Contribution #1: Sharing our knowledge
Contribution #2: Sharing our professional experiences
Contribution #3: Redefining the "bottom line" for children
Contribution #4: Standing up for our profession
Contribution #5: Activating parental power
Contribution #6: Expanding the constituency for children

—Goffin & Lombardi, 1988

Successful advocacy is predicated upon a clear vision for the future. Although few of us learned advocacy skills in a professional preparation program (a fact that must and is beginning to change), most early childhood educators are eager to communicate our commitment to the importance of the early years to decision makers, the general public, and the profession.

Sometimes the task seems daunting, but each year we find new reserves of energy to express our resolve as dedicated professionals—and new challenges always seem to arise.

> I am not an economist.
> But I can do simple arithmetic.
> When I subtract the cost of quality child care
> from the cost of psychological and educational
> remediation at later age levels,
> I come up with a huge surplus.
> From that simple-minded calculation, I argue that
> money spent on insuring quality child care
> is a wise investment that in the long run will
> save the nation both money and anguish.
> —David Elkind

Analyze Your Affiliate Group's Advocacy Status

A review of how your Affiliate Group, and individual members, perceive themselves as advocates will help you identify where your organization wishes to direct its energy and resources. Gather information to learn more about past successes and future opportunities for making a difference.

Begin by examining the results of your annual strategic planning process. Many Affiliate Groups rely on information gathered with these tools, found in other chapters of this *Handbook*, for insights and direction:

- Document Checklist (Chapter 1)
- Inclusiveness Planning Tool (Chapter 3)
- Affiliate Group Leader Interview (Chapter 3)
- Community/State Interview Process (Chapter 3)

When your Affiliate Group engages in the Association Development Process (ADP), you have the opportunity to study perceptions revealed in the Member Survey (Chapter 3).

Your Affiliate Group Action Plan most likely includes advocacy goals as well, and will give further direction about how to focus your group's efforts.

In addition, study the Public Policy/ Education Activities section of Chapter 2 to be sure that your Affiliate Group is aware of regulations regarding lobbying by 501(c)3 organizations.

Look at Your Advocacy Policy

When all of this background information is in place, then you are prepared to establish an advocacy policy, and review it periodically to keep it current. Make sure procedures are in place for carrying out the policy.

Sample Policy

Advocacy Activities

The_______ AEYC shall only engage in advocacy activities allowed by federal and state regulations for 501(c)(3) organizations. Activities may include, but are not limited to, direct and grassroots lobbying, nonpartisan efforts, and public information campaigns.

The organization will establish telephone tree or other mechanism to ask members to respond immediately to *Alerts!* generated by NAEYC or our state Affiliate Group.

> If you have an important point to make,
> don't try to be subtle or clever.
> Use a pile driver.
> Hit it once,
> then come back and hit it again.
> —Winston Churchill

Advocacy Goals
Suitable for Local or State Affiliate Groups

____establish professional group's image as a respected advocate for high-quality early childhood education

____promote understanding of NAEYC and/or Affiliate Group position statements

____nurture relationships with the media and policy makers

____actively participate in coalitions

____concentrate on a set of key issues—gather facts, generate support, provide information, urge policy action, monitor progress

____stay abreast of community or state changes in policies that affect young children, their families, and the profession

____adopt position statements on one or more pressing issues

____assess the political climate and be prepared to address unexpected challenges

____offer professional development opportunities to improve members' advocacy skills

____nurture program parents' advocacy skills

Set an Annual Advocacy Agenda

Every NAEYC member, and every Affiliate Group, has unique skills, interests, and challenges. The political climate, and public opinion, are constantly changing. It's easy to feel overwhelmed. Before your organization can effectively build coalitions and choose your options for action, it's important to hone in on exactly what your Affiliate Group wishes to accomplish.

Be sure to ask for recommendations for advocacy goals from any committees dealing with public policy issues, and involve committee members in deliberations. Shared ownership is critical to success! Individual and group advocacy styles are a valuable asset.

Challenges Ahead for Children's Champions

- Explain to the public and legislators how comprehensive legislation impacts children and families in your community
- Keep informed of the status of federal legislation
- Mobilize the early childhood community to contact members of Congress throughout the legislative process
- Emphasize the need to improve child care for babies, toddlers, and school-age children
- Convey information about child development and education practices and the need for policies that allow teachers to vary their approaches depending on each child's unique background, strengths, interests, and needs
- Work cooperatively with professionals who serve children and families in a variety of settings to identify common goals and develop strong coalitions
- Keep informed of the status of state legislation including new initiatives under the state Department of Education such as universal prekindergarten
- Work with state planners to maximize the use of federal funds available through child health and welfare reform legislation and develop effective state policies
- Monitor the impact of changes in child care subsidy eligibility and payment policies and licensing regulations, and share this information with reporters and legislators

Note: From *The Affiliate,* Vol. 25, Winter 1998, pp. 1, 7.

> Once social change begins, it cannot be reversed.
> You cannot uneducate the person who has learned to read.
> You cannot humiliate the person who feels pride.
> You cannot oppress the people
> who are not afraid anymore.
> —Cesar Chavez

Pinpoint Actions and Resources

For each goal established by your Affiliate Group governing board:

- identify which actions your organization will take (see Options for Action, next in this chapter)
- specify how you will measure your success—What outcomes are you working toward? How will you assure that position statements are accurately represented?
- appoint standing committees to follow through (small Affiliate Groups may have only a Public Policy and/or Quality Improvement Committee; larger groups may have committees on Advocacy Training, Influencing Policy, QCA, Accreditation and Developmentally Appropriate Practice, and/or Week of the Young Child)
- establish a budget to cover expenses: postage, telephone and fax charges, transportation, printing, hospitality
- schedule events on the annual calendar

Questions to Consider

At the 1997 NAEYC Summit, Cathy Grace outlined three areas in which to explore possible methods of influencing public policy, raising a number of questions for consideration. Some of those questions that most apply to Affiliate Groups are identified here; all are listed in the May 1997 issue of *The Affiliate.*

Organizational

- How can we avoid duplication of public policy efforts by other associations?
- Are there public policy issues related to the utilization of funds obtained from foundations and/or government grants?

Public policy

- Are we prepared to handle—discrimination based on income? the national obsession with standardized testing of children as the primary indicators of success? the financing of public schools with regard to equitable distribution of resources? the ramifications of welfare reform?
- How do we overcome political rhetoric of mean-spirited, personal attack strategies utilized by some groups in their advocacy efforts?

- Are we ready for the demographic change in the types of policy makers and elected officials?
- Is adequate compensation for child care professionals an issue for the public?

Specific questions

- What type of advocate is needed—educator, visionary, negotiator, or some combination of the three?
- Is developmentally appropriate practice a public policy issue, with both positive and negative results?
- Who is to be influenced by our advocacy—voters, policy makers, or both?

Move Forward

Whatever your Affiliate Group's public policy and education focus, be sure to seek assistance from experienced advocates at all NAEYC governance levels. In all your organization's efforts, be sure that

- your Affiliate Group relies on NAEYC's Guiding Principles for the Development and Analysis of Early Childhood Public Policy when proposing or responding to legislation
- Position statements—NAEYC, regional, state, and local—are accurately represented
- members are encouraged to read *Young Children* and *Alerts!* to keep informed

---

NAEYC's Web site contains up-to-the-minute advocacy ideas and information.
www.naeyc.org

For Further Information

Children's Defense Fund. (Annual release). *State of America's children yearbook.* Washington, DC: Author.

Children's Defense Fund. (1991). *An advocate's guide to lobbying and political activity for nonprofits: What you can (and can't) do.* Washington, DC: Author.

Children's Defense Fund. (1990). *An advocate's guide to using data.* Washington, DC: Author.

Clinton, H.R. (1996). *It takes a village and other lessons children teach us.* New York: Simon & Schuster.

Families and Work Institute. (1998). *Early childhood action tips.* 330 Seventh Avenue, New York, NY 10002: Author.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

Hudson, L. (Ed.). (n.d.) *Lobbying for excellent child care: A non-frightening guide to the legislative process.* NEAEYC, c/o Ed Klugman, Wheelock College, 35 Pilgrim Road, Boston, MA 02215-4176: New England AEYC and Boston AEYC.

Kagan, S.L. (1991). *United we stand: Collaboration for child care and early education services.* New York: Teachers College Press.

Melaville, A.I. & Blank, M.J. (1993). *Together we can: A guide for crafting a profamily system of education and human services.* Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services.

NAEYC. (1992). Position statement: *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (1995). *Be a children's champion.* [Brochure]. Washington, DC: Author.

NAEYC. (1995). Position statement: *Quality, Compensation, and Affordability in Early Childhood Programs*

NAEYC. (1997). Position statement: *Licensing and Public Regulation of Early Childhood Programs*

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

O'Donnell, N.S., & Galinsky, E. (1998). *Measuring progress and results in early childhood system development.* New York: Families and Work Institute.

Peters, D.L., & Pence, A.R. (Eds.). (1992). *Family day care: Current research for informed public policy.* New York: Teachers College Press.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Advocacy Activities...

Options for Action

Criteria for Effective Affiliate Groups

The Affiliate Group's activities promote members' deeper understandings of the policies and funding issues affecting and linking quality, compensation, and affordability of early childhood services.

Members are offered opportunities to learn about and advocate for public policies, licensing, teacher certification, funding, full cost of quality issues, and related topics.

City, county, and state decision makers are kept abreast of trends and issues in early childhood education.

Sound information about high-quality services for young children is provided to families and the community at large.

—ADP II-A-3, II-A-3a, III-A-1c, III-A-1d

> I also was taught not to ask in the face of need
> "why doesn't *somebody* do something"
> but rather
> "why don't *I* do something."
> —Marian Wright Edelman

The possibilities for acting on your Affiliate Group's public policy goals are almost limitless. Take a look at what you are already doing, and analyze its effectiveness, before embarking on new initiatives.

These three tools are designed to help you solicit feedback from members and the community or state about Affiliate Group advocacy efforts. Review results from these tools, found in Chapter 3:

- Member Survey
- Affiliate Group Leader Interview
- Community/State Interview Process

Also consider your current Affiliate Group Action Plan to be certain about any goals or activities already established for your organization. The information provided here may be helpful in updating or establishing the next Action Plan.

> We cannot play ostrich.
> Democracy cannot flourish amid fear.
> Liberty cannot bloom amid hate.
> Justice cannot take root amid rage.
> —Justice Thurgood Marshall

Preparing for Legislative Action: Key Affiliate Strategies

No matter what the political climate, you can prepare your Affiliate Group for the challenges ahead by implementing these key strategies.

- Make sure you have a Public Policy Chairperson and/or committee to track and review legislation and develop relationships with legislators and the media. Provide members and others with opportunities for advocacy training and networking.
- Have your Publications Committee review your current communication system and make any revisions to it that are needed to keep members informed and mobilize them to make key contacts as necessary.
- Ask your Program Committee to organize community planning meetings that bring representatives of the early childhood community together to identify common goals, to plan effective strategies, and coordinate efforts. Suggest they build on events that are already being planned such as Stand for Children, Week of the Young Child, or Worthy Wage Day.
- Monitor the impact of policy changes by using community statistics and gathering family stories.

- Encourage legislators to visit programs and meet families who you serve. Contact the Children's Defense Fund at (202) 628-8787 to learn more about their Child Watch program.
- Visit NAEYC's Web site (www.naeyc.org) regularly to check for new information under the Public Policy and News section.
- Use position statements (developed by NAEYC or your Affiliate Group) to explain and publicize your views.
- Distribute the *Early Years Are Learning Years* news releases (www.naeyc.org/:_parents.htm) to parents and community members to help inform them about early childhood issues.
- When talking with the media avoid debating about whether families should stay home with their children or government should be involved in regulating care. Instead concentrate on delivering the message that in order to provide all children with the kind of early learning environment they need, families need support and early childhood staff need training linked with higher wages and compensation. Use a few statistics along with real-life stories to illustrate your points.
- Be prepared to discuss community needs and Affiliate activities with the media by keeping an updated list of media contacts along with key information together and readily accessible.
- Increase press coverage of early childhood events and issues by preparing press releases; sending letters to the editor; and initiating calls with newspaper, radio, and television reporters.

Note: From *The Affiliate*, Winter 1998, Vol. 25, p. 7.

When Affiliate Group members write to the editor...

1. Follow the newspaper's guidelines
2. Use appropriate letterhead
3. Keep your comments short
4. Respond to an article—positive or negative—published within the past day or two
5. Cite information and sources of facts
6. Sign your letter

Consider the Possibilities!

These are just of the few ways in which Affiliate Groups express their commitment to high-quality early childhood education, divided into the six unique types of contributions identified in *Speaking Out: Early Childhood Advocacy* by Goffin and Lombardi. Examples of many of these recommendations are also included in their book.

Contribution #1

Sharing Our Knowledge

- keep abreast of key issues such as affordability and supply of child care, regulatory standards and enforcement, professional preparation, compensation, and funding streams
- regularly cover public policy and education issues in Affiliate Group newsletters—and add decision makers to the mailing list
- publish Advocacy Alerts!
- set up a telephone tree to recruit immediate action
- encourage members and families to write letters to public officials (see *Speaking Out* for examples)
- write letters to the editor and policymakers
- "adopt" policy makers and regularly inform them of key issues

When Affiliate Group members contact a policy maker...

1. Arrange a personal meeting whenever possible—introduce your organization at the first meeting, then make follow-up contacts
2. Arrive or call at the scheduled time
3. Request support for your issue—state the Affiliate Group position, provide facts, share personal stories about the impact on families and children.
4. Listen carefully. Respond to questions
5. Thank the policy maker
6. Follow up with a thank-you letter, a summary of your position, and any new information

Contribution #2
Sharing Our Professional Experiences

- collect persuasive human interest stories and photographs about families, teachers and caregivers, program administrators, advocates, community leaders, and others
- establish a speakers bureau
- disseminate information about careers in early childhood education
- ask experienced advocates to provide opportunities for other professionals to learn more about issues
- keep issues such as staff health care, quality improvement funds, fair compensation, reimbursement rates, affordability, and professional qualifications at the forefront of discussions on quality

Contribution #3
Redefining the "Bottom Line" for Children

- cultivate relationships with decision makers—invite them to see high-quality programs in action, call or write frequently
- draft an official Week of the Young Child declaration—that includes the values of early childhood education—for local or state officials to endorse
- use negative publicity to focus on a commitment to high quality
- write position statements on key local or state issues (see Writing Position Statements later in this chapter)
- cite research that clearly supports high standards for programs and staff
- support regular monitoring of licensing standards
- encourage accreditation of programs through the National Academy of Early Childhood Programs
- evaluate proposed legislation using NAEYC's Guiding Principles for the Development and Analysis of Early Childhood Public Policy

Surf the Net! NAEYC's Web site contains up-to-the-minute advocacy ideas and information.
www.naeyc.org

3 "MUSTS" for Early Childhood Policies

NAEYC's position statement on *Guiding Principles for the Development and Analysis of Early Childhood Public Policy* states three "MUSTS" for early childhood policies:

1. MUST improve program quality.
2. MUST provide equitable access to good programs.
3. MUST foster high-quality service delivery.

Contribution #4
Standing Up for Our Profession

- stimulate interest during Week of the Young Child, Worthy Wage Day, Stand for Children, community events
- establish a library of early childhood education materials
- call public attention to professional achievements with news releases and photos
- establish leadership on issues such as compliance with high standards and professional qualifications
- promote developmentally appropriate program activities in the media
- advocate for state licensing/certification regulations that support high quality programs for children of various ages and in various settings
- promote an articulated early childhood professional development system
- urge secondary and post-secondary institutions to provide affordable, accessible, high-quality professional development, preservice and inservice

Contribution #5
Activating Parental Power

- seek input from families as to what they see as the most pressing issues
- build strong, reciprocal relationships with family members

- encourage family participation in all program activities
- offer parenting resources to families
- contribute articles and reviews to local parent publications
- keep families informed about policy issues
- involve families in advocacy training and activities

Contribution #6

Expanding the Constituency for Children

- bring focus groups—of families, allied professionals, members, community/state leaders—together to identify burning policy issues
- seek common ground with others
- provide contacts, strategies, tools, and resources for individuals and groups who share a commitment to young children
- ask advocates in various constituency groups to write letters, call, raise questions, testify
- set up legislative intern program using experienced advocates as mentors
- recognize contributions of politicians, community leaders, businesses, and groups who work to improve public policies for children and families

* * *

Advocates inspire each other! By nurturing relationships and establishing trust—with families, allied professionals, decision makers, community or state leaders, and the general public—we lay the groundwork for building true public support for young children.

For Further Information

Armstrong, B. (1992). *Making government work for your city's kids: Getting through the intergovernmental maze of programs for children and families.* Washington, DC: National League of Cities.

Children's Defense Fund. (1993). *Every kid counts: 31 ways to save our children.* Washington, DC: Author.

Children's Defense Fund. (1992). *How to save the children.* Washington, DC: Author.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

Hudson, L. (Ed.). (n.d.) *Lobbying for excellent child care: A non-frightening guide to the legislative process.* NEAEYC, c/o Ed Klugman, Wheelock College, 35 Pilgrim Road, Boston, MA 02215-4176: New England AEYC and Boston AEYC.

Kagan, S.L. (1991). *United we stand: Collaboration for child care and early education services.* New York: Teachers College Press.

Melaville, A.I. & Blank, M.J. (1993). *Together we can: A guide for crafting a profamily system of education and human services.* Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services.

NAEYC. (1992). Position statement: *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

NAEYC. (1992). Position Statement. *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (1995). Position Statement. *Quality, Compensation, and Affordability in Early Childhood Programs*

NAEYC Web site: www.naeyc.org (go to Inviting Legislators to Visit Accredited Programs)

National League of Cities. (1992). *Education: Everybody's business.* Washington, DC: Author.

O'Donnell, N.S., & Galinsky, E. (1998). *Measuring progress and results in early childhood system development.* New York: Families and Work Institute.

Peters, D.L., & Pence, A.R. (Eds.). (1992). *Family day care: Current research for informed public policy.* New York: Teachers College Press.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Advocacy Activities...

Coalition Building

Criteria for Effective Affiliate Groups

The Affiliate Group provides leadership to ensure effective advocacy efforts to improve systems that affect the quality of services for young children and their families.

The Affiliate Group acts as a catalyst to build new or support existing community coalitions of groups and individuals who are committed to high-quality early childhood services.

Affiliate Groups integrate national advocacy campaigns with local and state efforts.
—ADP III-B-3, III-B-3a, III-B-3b

Coalitions are formed by people and organizations who share a vision—in our field, a dream for high-quality early childhood education for families and young children. By pooling resources, ideas, and energy, coalition members can achieve far more than any one individual or group alone. Even when coalitions have very little economic power, simply because they present a united front, policy makers are far more likely to pay attention.

To gain a sense of how your Affiliate Group might spark the formation of, or strengthen an existing, coalition, start by examining your organization's involvement and interest. Use these tools included in Chapter 3 of this *Handbook* to analyze the current situation:

- Affiliate Group Leader Interview
- Community Outreach Locator
- Community/State Interview Process

Sample Policy

Coalitions

The______ AEYC as part of its public policy/public education thrust, may, upon approval by the governing board, form or join coalitions whose mission and goals are consistent with NAEYC and our Affiliate Group's.

Your Affiliate Group's Action Plan may also contain directions for coalition participation. When you participate in the Association Development Process (ADP) you may have Member Survey results as yet another source of input.

Policies and procedures for initiating or joining coalitions, such as this sample, should be in place to guide your Affiliate Group's efforts.

When to Form a Coalition

Start immediately. The most difficult time to build relationships is during a crisis.

Ways to Build Public Will

1) Create broader action teams and constituencies.
2) Use media more strategically, and combat the reticence to publicize ourselves as advocates.
3) Use new media to connect with others around the country who are doing similar things.
4) Clarify our message for consumption by diverse groups of people.

Jonah Edelman, Executive Director
Stand for Children

Pulling Together

Affiliate Groups often act as the catalyst for building or strengthening community or state coalitions. The first step is to identify the issues on which your organization wants to focus (see the Advocacy Focus section of this chapter). Then take stock of all the individual and group networks of which members in your Affiliate Group already are a part. Generate enthusiasm within your membership. Every new member brings a new dimension to the process.

The Affiliate Group president, Public Policy chair, or some other skilled organizer, may spearhead the coalition formation process. The list of Resource Groups in the Appendix of this *Handbook* is an excellent source of potential local/state allies.

Organize one or more meetings during which participants map out common ground. Use penetrating questions such as these to focus the discussion:

- What local/state/national issues have the greatest effect on families of young children?
- What information can we each contribute to inform our decision making?
- Which issues have the greatest priority in our community?
- What common goals do we share?
- What are our strengths? (leadership, resources, contacts)
- Where do our greatest challenges lie?
- What hopes and visions do we share for young children and families?
- What are our short-term goals? Long-term outcomes?
- How can our vision be integrated with NAEYC efforts and positions?

During the early stages, and in every step of the way, people are building networks that can make a difference in their community or state.

Surf the Net!
NAEYC's Web site contains
up-to-the-minute advocacy ideas
and information.
www.naeyc.org

Many things we need can wait, the child cannot.
Now is the time his bones are being formed,
his blood is being made,
his mind is being developed.
To him we cannot say tomorrow,
his name is today.
—Gabriela Mistral, Chilean poet

Coalition Members

The spheres of influence of an inclusive Affiliate Group membership are wide-ranging. These are some possible groups to include in your diverse network (see Chapter 3):

- allied groups
- business and community leaders
- community residents
- elected officials
- health and human service leaders
- media
- public education leaders

If a group initially declines involvement, keep asking. Invite others in similar positions. Note changes in leadership and keep contacting key people. Repeated overtures may eventually capture their attention.

Coalitions—
They're all about relationships!

Examine and challenge motives/biases

Clearly state vision and goals

Seek common ground and recognize that you won't always agree

Make involvement real

Always maintain the vision and refine goals as needed
Celebrate successes

Remember to keep moving forward

—Julienne Johnson,
Children's Defense Fund

Maintain Coalition Vitality

Continued formal and informal involvement by all coalition members is essential to maintain cohesiveness. Although an Affiliate Group may be the catalyst for forming the coalition, leadership will undoubtedly shift to others who are also interested in facilitating the process. When power is shared, more people and groups will have a sense of ownership and commitment to the group's goals.

Among the questions to consider as the coalition evolves are these:

- How can we measure and evaluate our progress?
- Who else can we involve?
- How might we engage coalition members to their full potential?
- What are our greatest achievements? Why?
- What barriers have we overcome?
- What positive public exposure have we generated?
- What new hurdles do we face?
- Which strategies are most effective? Why?
- Where do we go from here?

As coalition members listen to each other's perspectives, all are engaging in a constructive learning process. Bringing people together makes it possible to concentrate on key issues and focus attention where it matters most—your mutual priorities for children and families. You are laying the foundation for future mobilization. Imagine the possibilities of harmonious solidarity!

> There is nothing more difficult to take in hand,
> more perilous to conduct,
> or more uncertain in its success,
> than to take the lead in the introduction of a
> new order of things.
> —Niccolo Machiavelli

For Further Information

Child Welfare League of America. (1991). *Building early childhood systems: A resource handbook.* Washington, DC: Author.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

Kagan, S.L. (1991). *United we stand.* New York: Teachers College Press.

Kagan, S.L. (1992, May). Ready or not! Collaboration is fulcrum on which readiness goal rests. *The School Administrator,* 14-18.

Kagan, S.L., & Bowman, B.T. (Eds.). (1997). *Leadership in early care and education.* Washington, DC: NAEYC.

Kagan, S.L., & Rivera, A.N. (1991, November). Collaboration in early care and education: What can and should we expect? *Young Children, 47*(1), 51-56.

Kayser, T.A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group* (2nd ed.). Burr Ridge, IL: Irwin Professional Publishing.

Levy, J.E.., Kagan, S.L., & Copple, C. (1992). *Are we ready? Collaboration to support young children and their families.* Washington, DC: Joining Forces—a joint project of the American Public Welfare association and the Council of Chief State School Officers.

Melaville, A.I., with Blank, M.J. (1991). *What it takes: Structuring interagency partnerships to connect children and families with comprehensive services.* Washington, DC: Education and Human Services Consortium.

National Association of State Boards of Education. (1991). *Caring communities: Supporting young children and families.* Alexandria, VA: Author.

National League of Cities (1992). *Families and communities: The 1992 Futures Report.* Washington, DC: Author.

Northwest Regional Educational Laboratory. (1992). *The power of integrating education and human services: Achieving the potential of the northwest.* Portland, OR: Author.

O'Donnell, N.S., & Galinsky, E. (1998). *Measuring progress and results in early childhood system development.* New York: Families and Work Institute.

Ohio State University, The. (1992). *Building coalitions: Evaluating the collaboration process.* Columbus: Ohio Center for Action on Coalitions for Families and High Risk Youth.

Ohio State University, The. (1992). *Building coalitions: Turf issues.* Columbus: Ohio Center for Action on Coalitions for Families and High Risk Youth.

Sugarman, J.M. (1995, May 30). *Thinking ahead: Preparing for block grants.* Washington, DC: Center on Effective Services for Children.

U.S. Department of Education and U.S. Department of Health and Human Services. (1993). *Together we can: A guide for crafting a profamily system of education and human services.* Washington, DC: U.S. Government Printing Office.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Writing Position Statements

Criteria for Effective Affiliate Groups

The Affiliate Group's activities promote members' deeper understandings of the policies and funding issues affecting and linking quality, compensation, and affordability of early childhood services.

City, county, and state decision makers are kept abreast of trends and issues in early childhood education.

Sound information about high-quality services for young children is provided to families and the community at large.

—ADP II-A-3, III-A-1c, III-A-1d

Position statements are among the most tangible, visible means to share information and garner support on an issue affecting quality of services for young children and their families. At the same time, position statements carry a number of risks. Before your Affiliate Group decides to write one of your own, carefully consider the recommendations here.

First, make sure Affiliate Group policies and procedures on position statements clearly define the process.

Sample Policy

Position Statements

The ______ AEYC may endorse NAEYC position statements upon approval of the governing board.

The ______ AEYC may also develop, and the governing board approve, original position statements. These position papers are developed after careful study of the issues, and must be compatible with the NAEYC guidelines and positions.

Each position statement shall be accompanied by a plan to increase public understanding and support for the position.

Next, review your Affiliate Group Action Plan to be clear about your organization's priorities. Leader insights and perspectives on issues may be gathered using the Affiliate Group Leader Interview (in Chapter 3). When your organization participates in the Association Development Process (ADP), you may also have results from the Member Survey.

An article in your newsletter or newspaper, receipt of an *Alert!*, or some fast-breaking issue may seem to call for immediately issuing an Affiliate Group position. Although some occasions make it necessary to develop a statement in haste, it is preferable to anticipate emerging issues and develop positions from a proactive stance rather than in reaction, when it may be too late. Also, an isolated position statement is rarely as effective as a concerted, ongoing effort to inform the political process.

Factors to Consider

Weigh the answers to these and other pertinent questions **before** writing a local or state Affiliate Group position statement.

- How closely does our concern mesh with state/regional/NAEYC positions?
- How effectively does the position promote high-quality early childhood programs?

- Which other groups or individuals might endorse our position? Would it be strengthened if we developed and issued a joint statement?
- Who are the most qualified people to write a position? What is the process for approval?
- What issues in early childhood are emerging? Which are hot now?
- Which issues are the most important to address? When would the position statement be adopted?
- Into what political climate do we anticipate the message will be released? How can the position be framed to assure that it is understood and effective?
- When is the timing right for release? To whom should it be addressed?
- In what arenas will our leadership be most effective on this particular issue?
- Is a written statement the most powerful strategy? If so, what other actions should accompany the statement?
- If a position statement is not deemed to be very effective, what action would have more clout?
- What information about the position is available?
- What benefits to children, families, and our community/state can we document? What are the anticipated losses?
- What alternative actions are we prepared to promote?
- What are some possible consequences of issuing a position?

Never let the fear of striking out
get in your way.
—Babe Ruth

Surf the Net!
NAEYC's Web site contains up-to-the-minute advocacy ideas and information.
www.naeyc.org

Possible Topics

Be aware of community and state, as well as national, issues that are on the cutting edge of the profession. Infant and toddler care, and restructuring of government funding mechanisms are two topics that are currently receiving a great deal of attention.

Position statement topics typically addressed by community and state Affiliate Groups include:

- school board initiatives
- municipal or state-wide concerns such as library funding
- state legislature initiatives affecting children, families, and the profession
- education reform issues such as curriculum, vouchers, school choice
- state standards for programs
- state professional preparation standards and programs
- health and safety concerns: immunization, bicycle helmets, school bus safety
- kindergarten entrance requirements
- state or school district testing policies and procedures
- zoning or other regulations affecting family and group child care
- Week of the Young Child proclamations
- municipal and state efforts to address issues such as welfare reform, teen pregnancy prevention, substance abuse prevention, services to children with disabilities

For a complete, current set of NAEYC positions statements, order #780 for $15 from national headquarters. A new version is released each year. Call NAEYC and always read *Young Children* to make sure you have the most recent information on a topic from the national perspective, including copies of any national position statements.

Format for Your Statement

Clear, succinct position statements are most likely to be read and heeded. Most position statements contain several important sections. Review NAEYC's position statements for examples.

Introduction—Open with a strong statement that summarizes the organization's position.

Rationale—Highlight key reasons for adopting such a position—use facts and current research to document statements. Cite national positions that support local initiatives.

Issues—Raise thought-provoking questions. Counter popular arguments.

Impact—Spell out the impact on families, young children, and/or the profession in your community or state.

Recommendations—Offer sound alternatives. Outline how people can take action on behalf of children and families.

Dissemination

Publicize your organization's endorsement of a position—the more people who read it, the more likely it is to have an impact. Send the statement with a news release to local or state media. Invite media to follow through with program visits, photo opportunities, or other suitable stories.

Print attractive brochures and send or give copies to decision makers. Make follow-up calls to discuss the topic. Distribute copies to program parents. Send copies to allied groups and leaders. Generate enthusiasm and support at every turn.

For Further Information

Barnett, W.S. (1993.) New wine in old bottles: Increasing the coherence of early childhood care and education policy. *Early Childhood Research Quarterly* 8: 519-58.

Children's Defense Fund. (Issued annually). *The state of America's children.* Washington, DC: Author.

Children's Defense Fund. (1990). *An advocate's guide to using data.* Washington, DC: Author.

Committee for Economic Development. (1993). *Why child care matters: Preparing young children for a more productive America.* New York: Author.

Elgin, S.H. (1980). *The gentle art of verbal defense.* New York: Dorset Press.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

Kagan, S.L. (1991). *United we stand: Collaboration for child care and early education services.* New York: Teachers College Press.

Melaville, A.I. & Blank, M.J. (1993). *Together we can: A guide for crafting a profamily system of education and human services.* Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services.

NAEYC Leadership Conference

NAEYC. (1992). Position Statement. *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (1995). Position Statement. *Quality, Compensation, and Affordability in Early Childhood Programs*

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

National Association of State Boards of Education. (1988). *Right from the start. The report of the NASBE Task Force on Early Childhood Education.* Alexandria, VA: Author.

O'Donnell, N.S., & Galinsky, E. (1998). *Measuring progress and results in early childhood system development.* New York: Families and Work Institute.

Peters, D.L., & Pence, A.R. (Eds.). (1992). *Family day care: Current research for informed public policy.* New York: Teachers College Press.

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Public Education Activities...

Media Relations

Criteria for Effective Affiliate Groups

The image of early childhood educators as dedicated professionals who support families and healthy child development is strengthened by the Affiliate Group.

A dynamic relationship with local and statewide media is nurtured by Affiliate Group leaders.

—ADP III-A-1a, III-A-1b

Do reporters in your community or state see your Affiliate Group as THE representative of the profession? How frequently does your organization get calls as an advocate for high-quality care for young children? What new initiatives are planned to address this important facet of professionalism?

To get a clearer picture of how your Affiliate Group is perceived by the media and public, gather perceptions with the Community/State Interview Process (in Chapter 3 of this *Handbook).* Keep records of the names of reporters and other key media representatives.

Review your Affiliate Group's strategic Action Plan. Make sure you have a media policy in place, such as the sample here. Review the procedures for implementing your policy. Make sure a skilled Public Information Committee is ready to act.

■■■■■■■

Sample Policy

Media Relations

The______ AEYC shall establish and maintain productive relationships with various types of print and broadcast media within the geographic outreach area. Accurate, current, and succinct information about young children will be provided.

Then decide exactly what messages you wish to promote, and select the strategies that are most likely to capture attention, from within and beyond the Affiliate Group.

Establish a Media Plan

Answer these 5 W's when you put together your media plan, as recommended by Procter & Gamble Educational Services (1995).

WHO...

- needs to be influenced?
- should have the information?
- will be most likely to respond?
- will be the most influential spokespersons?

WHAT...

- are the needs of target publics?
- will be the best way to communicate with each group?
- communication vehicles already exist?
- needs to be done?
- will it cost?

WHEN...

- is the best time to reach each public?
- will you be ready to start?
- does each piece of the plan need to be implemented?

WHERE...

- will your target publics see or hear the messages?
- would each audience seek this information?
- do these publics currently go for this information?

WHY...

- will your targets respond to your messages? (What's in it for them?)

Only after the 5 W's are answered should you begin to think about implementing your plan. At this point, ask:

HOW...

- can you organize yourselves to do the job most efficiently?
- will you measure your effectiveness?

Note: From *Public Relations Guide*, pp. 9-10, Proctor & Gamble Educational Services, 1995.

Capitalize on the Affiliate Group Network

Every inclusive Affiliate Group already has at its fingertips some of the most effective media outlets for spreading the word about high-quality early childhood education—your own members.

The more members you have, and the more inclusive your membership, the broader your outreach. With each person, your organization generates additional enthusiasm for compliance with program standards and other important goals.

These are just a few of the ways in which your organization's members can build support for quality programs every day:

- promote newsletters and other Affiliate Group and national publications—add reporters, decision makers, key administrators in agencies such as schools, state departments of education, and other influential individuals to your mailing list
- send copies of the organization's brochures and position statements to people with influence
- urge Affiliate Group members to post your newsletters, NAEYC posters, articles about child care quality, and other printed materials in visible places such as on bulletin boards or family resource areas in their workplaces
- cultivate relationships with family members—exchange information daily, publish program newsletters, post lesson plans, post "getting to know you" information about staff near the doors to each program room
- proudly fly a banner in every accredited center or family child care home
- post signs on program vans or buses
- encourage comparison shopping for families seeking child care—provide a consumer protection checklist of what to look for, such as *Finding the Best Care for Your Infant or Toddler*
- let parents know what quality care is worth—spell out the true cost, offer a money-back guarantee in the first month, take part in Worthy Wage Day
- showcase excellent programs and appropriate activities—take photographs for families, ensure regular family participation
- invite the community to Week of the Young Child celebrations and Stand for Children events
- maintain an accessible library of ECE videos and print materials
- display materials, including children's artwork, in libraries, museums, schools, and hospitals in the community
- establish a speakers bureau of well-informed, articulate professionals
- encourage members to serve on advisory boards of allied groups
- contribute to the dialogue on school reform, kindergarten entrance, and other issues
- collaborate with junior and senior high schools to provide career information and mentoring opportunities
- submit videos of high-quality programs, or readings of children's literature, for broadcast on local cable television stations
- subscribe to a service that gives you access to the Internet and World Wide Web

Early Years Are Learning Years... Make Them Count!

NAEYC's Public Affairs Division offers a regular series of news releases through the *Early Years Are Learning Years* public awareness campaign. This communications effort extends efforts by NAEYC, its Affiliate Groups, and members to focus public attention on the importance of the early years during the Week of the Young Child and throughout the year.

This campaign grew out of NAEYC's ongoing efforts to improve quality, compensation, and affordability in early childhood programs. Many consumers and the public fail to distinguish good from mediocre programs for children, and are therefore unwilling to invest what is needed to improve programs.

Affiliate Groups and individual members can use the *Early Years Are Learning Years* campaign tools to help parents and the public better understand the critical importance of the early years and the contributions that good early childhood programs make to promote children's development and to support families.

Materials distinguish good from mediocre programs and identify the barriers that deny access to good programs to many children and families. Releases are posted every other week on NAEYC's Web site (http://www.naeyc.org/naeyc) or you can have the releases faxed or mailed to you on a monthly basis. For more information, contact NAEYC's Public Affairs Division at (800) 424-2460 or (202) 232-8777, or by e-mail at pubaff@naeyc.org.

Surf the Net!

NAEYC's Web site contains
up-to-the-minute information.

www.naeyc.org

Cultivate Local and State Media

Savvy public relations strategies also include reaching out to diverse audiences through print and electronic media.

When Judsen Culbreth, editor of *Working Mother* magazine, spoke at the 1995 NAEYC Leadership Conference, she offered a variety of suggestions for engaging reporters' interest in early childhood issues. Her suggestions, ideas from NAEYC's Week of the Young Child handbook (1995), and other recommendations for wooing the media include:

- appoint a skilled Public Information Committee
- offer regular photo or video opportunities in high-quality programs
- build rapport with reporters—keep the list current
- provide accurate, current, succinct information—have statistics, anecdotes, and resources at your fingertips, make every word count
- address a wide variety of types of media: community cable TV, talk shows, newspapers, radio
- issue frequent news releases and public service announcements (PSAs)
- hold press conferences or grant interviews on important issues
- volunteer to provide a regular column for a newspaper—one Affiliate Group's column appears along with Ann Landers
- pick an enticing angle, a hook to capture interest—relevance to local businesses, the economy; use gimmicks such as lists and charts to attract attention
- capitalize on teachable moments—when issues are first coming to the forefront, seasonal interest such as back to school in the fall

- follow up on contacts—ask whether more information is needed, whether photo ops can be arranged

- meet media deadlines—soft news may have a week lead time, hard news was due yesterday

- piggyback on other articles to drive home points about quality

- make calls or send notes of thanks to reporters and photographers who represent programs well—do it the day the story comes out

- cultivate politicians—their presence or interest guarantees media attention, so invite them to Week of the Young Child festivities, accreditation celebrations, CDA awards, Stand for Children, and other events

- sponsor awards for advocates of young children and families—grant them to local/state celebrities and decision makers, invite the media

- write letters to local, state, and national publications such as *USA Today*—they're among the best-read portions of the publication

Seize the moment—and the air time, online opportunity, or copy space—to advocate for young children, their families, and the profession!

Be selective. Be concise.
Don't tell people what you know;
tell them what they need to know,
what it means to them,
and why it matters.
—Gen. David C. Jones

Writing a Press Release?

Both the content and format of a press release can determine whether an editor or reporter sits up and takes note—or files it in the round file.

- Before you write, decide the purpose and identify the audience.
- Outline what you plan to say.
- Whet interest with a headline.
- Put the most important information first. Summarize the story in the lead sentence. Add facts in descending order of importance.
- Be sure the story includes the 5 W's: who, what, when, where, and why.
- Write in the same style as the medium—read past issues or listen to broadcasts. Cover only one idea in each paragraph.
- Create local interest with quotes from individuals.
- Use strong, active verbs, concrete and familiar words, and correct grammar.
- Check facts.
- Date the release and indicate the time after which the material can be published.
- Include the name and telephone number of the person representing the Affiliate Group who is prepared to speak further about the issues.
- Type the release, double spaced, maximum 2 pages.
- Edit the material and proofread carefully.
- Send copies to individual reporters.

See the sample press release that follows.

Adapted from *Make the Week of the Young Child Count!* (NAEYC, 1995) and *Public Relations Guide* (Procter & Gamble, 1995).

335

For Further Information

Ailes, R. (1988). *You are the message: Getting what you want by being who you are.* New York: Doubleday.

Children's Defense Fund. (1990). *An advocate's guide to the media.* Washington, DC: Author.

Collins, J.C., & Porras, J.I. (1994). *Built to last.* New York: Harpers.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

International Reading Association and NAEYC. (1998). Position statement: *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

NAEYC. (1995). *Make the Week of the Young Child Count!*

NAEYC. (1992). Position statement: *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (1993). Position statement: *Violence in the Lives of Children*

NAEYC. (1994). Position statement: *Media Violence in Children's Lives*

NAEYC. (1996). Position statement: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*

NAEYC. (1996). Position statement: *Technology and Young Children—Ages Three Through Eight*

NAEYC. (1997). Position statement: *Licensing and Public Regulation of Early Childhood Programs*

NAEYC. (Annual release). *NAEYC position statements.* Washington, DC: Author.

NAEYC's Web site: www.naeyc.org

Procter & Gamble Educational Services. (1995). *Public relations guide.* P.O. Box 599, Cincinnati, OH: Author. E-mail RHMA61A@prodigy.com

Wade, J. (1992.) *Dealing effectively with the media.* Menlo Park, CA: Crisp Publications.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NEWS RELEASE

DATE
For Immediate Release
Contact: (name, phone)

SAMPLE PRESS RELEASE FOR ACCREDITED PROGRAMS

(Local program) Granted NAEYC Accreditation

(Location). (Name of program) was accredited by the National Association for the Education of Young Children (NAEYC) on (date). This prestigious recognition is achieved by about 5% of early childhood programs nationwide. (Add quote by program director or key person about how pleased you are to be accredited.)

(Program name) is located at (site) and serves (how many) children ranging in age from (age) to (age). (Add a sentence that describes program.) (Program name) now proudly displays the NAEYC torch—the sign of accreditation. Parents who look for the torch when choosing group programs for their children will find programs that have made a commitment to excellence for young children and families.

NAEYC accreditation is a rigorous, voluntary process by which early childhood programs demonstrate that they meet national standards of excellence. Child care centers, preschools, kindergartens, and before- and after-school programs are eligible to seek this accreditation. The process involves an intensive self-study, during which information is collected from parents, teachers, administrators, and classroom observations. An on-site visit, conducted by early childhood professionals specially trained by NAEYC, validates the self-study results. All information is independently reviewed by a team of national experts who decide whether to grant accreditation for a period of three years.

--more--

"The heart of NAEYC accreditation focuses on the child's experience," said Barbara Warman, speaking for NAEYC (you may also substitute the program director's name here). "The process carefully considers all aspects of high-quality programs—including health and safety, staffing, staff qualifications, administration, and physical environment. The greatest emphasis is on children's relationships with staff and how the program helps each child grow and learn—intellectually, physically, socially, and emotionally."

According to Warman (or program director), research supports the value of accreditation. Children's language skills and social skills especially benefit from the better quality found in NAEYC-accredited programs. "These are critical areas for children's success in school as well as in life," said Warman (or program director).

NAEYC is the nation's oldest and largest organization of early childhood professionals dedicated to improving the quality of early childhood education. NAEYC established accreditation in 1985 in response to the growing number of American children who spend time in group settings away from home and the uneven—and often inadequate—consumer protection afforded by state child care licensing. The first early childhood programs were accredited by NAEYC in 1986. Approximately 10,000 programs are currently seeking accreditation.

# # #

For further information about the NAEYC accreditation process, contact NAEYC's Public Affairs Division at (202) 232-8777 or (800) 424-2460, or by e-mail at pubaff@naeyc.org.

Put a Positive Spin on Negative Publicity

Criteria for Effective Affiliate Groups

The Affiliate Group supports developmentally, individually, and culturally appropriate curriculum, assessment, and teaching practices for children from birth through age 8.

The Affiliate Group promotes accreditation through the National Academy of Early Childhood Programs.

Affiliate Groups champion the values of seeking and maintaining accreditation through the National Academy of Early Childhood Programs.

Affiliate Groups support programs that seek and maintain accreditation through the National Academy of Early Childhood Programs.

Affiliate Groups encourage and support family child care providers to seek and maintain accreditation and/or credentialling.

The image of early childhood educators as dedicated professionals who support families and healthy child development is strengthened by the Affiliate Group.

A dynamic relationship with local and statewide media is nurtured by Affiliate Group leaders.

ADP— II-C-1, II-C-2, II-C-2a, II-C-2b, II-C-2c, III-A-1a, III-A-1b

In the past 10 years, the two biggest national stories that dealt in some way with child care were the Zoe Baird confirmation hearings and the bombing of the federal building in Oklahoma. Local and state groups probably encountered stories about various issues in the field. Some of these stories were reported from an angle that besmirched early childhood education. But negative news rarely if ever tells the whole story.

Our organization takes a proactive stance in the media encounters we initiate. There are times, however, when we suddenly are thrust into difficult situations. When faced with adversity, NAEYC and its Affiliate Groups are challenged to find ways to build upon negative headlines—including distortions and mistruths—to generate or maintain a commitment to constructive action.

> Every adversity carries with it
> the seed of an equivalent or greater benefit.
> —Napoleon Hill

Perceptions about your Affiliate Group's success in garnering media support for high-quality programs may be gleaned from the results of the Community/State Interview Process (see Chapter 3 of this *Handbook*). Your Action Plan may also contain goals for achieving more success through the media, even in the most difficult situations. Learn all you can about how difficult situations were handled in the past, and seek to improve your effectiveness.

Don't be Caught Off Guard

Stay abreast of the profession and local or state issues so your Affiliate Group can anticipate publicity and be prepared to respond when the situation arises. Better yet, build relationships with media and decision makers so that as news breaks, they call you first!

Stay on Your Toes!

Questions for Public Policy Committees

- What early childhood items are on the agenda for the next school board meeting? What goals that affect young children are contained in the school system's long-range plan? What topics are raised at PTA/PTO meetings?
- What are the concerns expressed in letters to the editor? On local talk shows?
- How do elected officials for municipal/regional governments view programs for young children? What goals do they have that affect early childhood educators and families?
- What is the current status of state licensing standards? Of teacher preparation requirements? Of funding mechanisms for child care? Of other family support legislation? Of health and nutrition initiatives?
- What trends are emerging in the field? What topics are covered in *Young Children?* At NAEYC conferences?
- What components of early childhood programs are local, state, and national researchers evaluating?

The following example of how local and state Affiliate Groups, and NAEYC, pulled together to respond to media attention to newly released research may help your group prepare to anticipate, or respond to, coverage of early childhood programs—some of which will undoubtedly be negative, because that's the nature of news. Our mission, after all, is to improve quality, so every story lends credence to NAEYC and all the Affiliate Group efforts to that end!

Never doubt that a small group of
thoughtful, committed citizens
can change the world.
Indeed it is the only thing that ever has.
—Margaret Mead

Mobilize Members

"New Child Care Study Supports Accreditation" was a headline that a few Affiliate Group members in central Pennsylvania read. More likely, you confronted headlines to the effect that "Study Blasts Child Care in Four States" or "Health and Safety of Youngsters at Risk in 7 of 10 Day Care Centers" or "Researchers Show Infants Fare Badly in Child Care."

When the results of the *Cost, Quality and Child Outcomes in Child Care Centers* study were released on Monday, February 5, 1995, the media listened to its findings, and once again rightfully raised questions about the state of child care in America. The events that followed illustrate how the profession's positive spin made a difference.

Primary study findings

Cost, Quality and Child Outcomes in Child Care Centers

- Child care at most centers in the United States is poor to mediocre, with 40% of infants and toddlers in rooms having less-than-minimal quality.
- Children's cognitive and social development are positively related to the quality of their child care experience across all levels of maternal education and child gender and ethnicity.
- Consistent with previous research, the quality of child care is related to specific variables: higher staff-child ratios, staff education, and administrator experience
- States with more stringent licensing standards have fewer poor-quality centers. Centers that comply with additional standards beyond those required for licensing provide higher quality services.

NAEYC and our Affiliate Groups seized an opportunity to emphasize the importance of investing in good programs, the value of better public regulations, and the benefits of accreditation. Jerlean Daniel, an NAEYC past president, called the study a national wake-up call. Here are just a few of the many ways the broader story played out across the country.

Four days after the findings were released, an editorial in the *San Jose Mercury News* on Thursday, February 9, stated:

> The study found that the best centers have the most qualified staff, highest teacher-to-child ratios, and the lowest staff turnover. It's not a coincidence that they also offer the best salaries and benefits.
>
> A cursory visit to a day care center isn't enough to determine quality; neither is a state license. Just as a licensed hair stylist can give a bad haircut, a licensed center can provide inadequate care.
>
> Centers accredited by NAEYC must meet rigid quality standards. If more parents demanded accreditation, more centers would strive to meet those standards.

On the next Saturday, February 11, members of the Connecticut AEYC met with Sharon Lynn Kagan, one of the study's principal investigators, to map out an action strategy. Guided by recommendations in the study, the 30 members from state and local Affiliate Group boards decided to:

- provide members with fact sheets on the results of the study
- draft a sample letter to reassure center staff and parents about which steps were already being taken to address quality
- urge centers to seek accreditation through the National Academy of Early Childhood Programs
- encourage members to attend local AEYC meetings to discuss implications of the study

Fax machines were put to good use, and in less than two weeks, the information package hit the mail.

Meanwhile, in the week following the study's release, the *Charlotte Observer* ran a series of articles, including an editorial, which identified the problems and focused on solutions. The series relied extensively on interviews with early childhood educators including Richard Clifford, another of the study's principal investigators. North Carolina's advocates cited results from this and similar studies as a major defense to keep legislators from deregulating child care.

In the May issue of *Young Children,* a special research report reviewed the study's findings—which reaffirmed NAEYC's experiences with accreditation—and offered insights from five professionals about how the study's findings can be used to improve quality, compensation, and affordability in all types of early childhood programs.

Duane Larson, president of Children's World Learning Centers, focused on the fact that the study's recommendations "are supportive of the wonderful patchwork quilt of providers that make up child care in America today, and they encourage us to work together. They don't suggest anything we should not and could not be trying to do on our own."

If people have a position on something
and you try to argue them into changing it,
you're going to strengthen that position.
If you want to change people's ideas,
you shouldn't try to convince them intellectually.
What you need to do is get them into a situation
where they'll have to act on ideas,
not argue about them.
—Myles Horton

Constructive Learnings

What have NAEYC and its Affiliate Groups learned from this and similar experiences with negative publicity about early childhood education? Perhaps your Affiliate Group can add recommendations to this list based on your experiences.

Putting a Positive Spin on Negative Publicity

- Keep up with the latest developments in the profession—a number of recent studies have questioned child care quality, and all point to the same indicators.
- Have the facts about how to achieve child care quality at the ready. Stay focused on the issue—quality, quality, quality—and how to improve it.
- Mobilize advocates for high-quality programs immediately. Choose an articulate spokesperson. Act with openness, respect, and firmness, not harshness or defensiveness. Use simple language (no jargon) and avoid repeating

unsubstantiated allegations. Think "sound bites."

- Look for opportunities to add a local twist—number and names of accredited programs, relative stringency of state standards, barriers to quality such as cuts in funding or licensing standards. Arrange interviews with families and photo opportunities in high-quality programs.
- Work together for high-quality care—members, families, everyone in the community and state has a vested interest in its children. Form coalitions to assure continued attention to the issues.
- Make sure parents and staff know where a program's finances make a difference in quality (staff, not facilities). Make sure families feel welcome to observe and participate at any time in local programs.
- Inform the public that good licensing standards, especially when coupled with accreditation, make a difference in quality. Keep the message visible at all times, not just in a crisis. Make sure prospective and current program families are informed consumers.
- Maintain momentum. When the waves have turned into ripples, keep throwing pebbles into the water to remind people that high-quality programs are important. Focus on the components of high-quality programs, and how your Affiliate Group's mission is to improve quality.

Public education about the impact of high-quality experiences for young children is a never-ending task. New parents, new decision makers, new residents make for an ever-changing audience of people who can be receptive to our message. Put a positive spin on the negative publicity, but keep the spin in constant motion!

For Further Information

Children's Defense Fund. (1990). *An advocate's guide to the media.* Washington, DC: Author.

Cost, Quality, and Outcomes Study Team. (1995, May). Cost, quality, and child outcomes in child care centers: Key findings and recommendations. *Young Children, 50*(4), 40-44.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: NAEYC.

Koralek, D.G., Colker, L.J., & Dodge, D.T. (1993). *The what, why, and how of high-quality early childhood education: A guide for on-site supervision.* Washington, DC: NAEYC.

Larson, D.V. (1995, May). The time is now. *Young Children 50*(4), 46.

NAEYC (1992). Position Statement. *Guiding Principles for the Development and Analysis of Early Childhood Public Policy*

NAEYC. (1993). Position Statement. *Violence in the Lives of Children*

NAEYC. (1994). Position Statement. *Media Violence in Children's Lives*

NAEYC. (1995). *Make the Week of the Young Child Count!*

NAEYC. (1995). Position Statement. *Quality, Compensation, and Affordability in Early Childhood Programs*

NAEYC. (1995). Position Statement. *School Readiness*

NAEYC. (1997). Position Statement. *Licensing and Public Regulation of Early Childhood Programs*

NAEYC. (1987). Position Statement. *Standardized Testing of Young Children 3 Through 8 Years of Age*

NAEYC's Web site: www.naeyc.org

Schweinhart, L. (1995, May). The United States needs better child care. *Young Children 50*(4), 48.

Wade, J. (1992.) *Dealing effectively with the media.* Menlo Park, CA: Crisp Publications.

Washington, V., Johnson, V., & McCracken, J.B. (1995). *Grassroots success! Preparing schools and families for each other.* Washington, DC: NAEYC.

Whitebook, M. (1995, May). What's good for child care teachers is good for our country's children. *Young Children, 50*(4), 49-50.

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

NAEYC Affiliate Group Public Education Activities...

Week of the Young Child

Criteria for Effective Affiliate Groups

Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

The Affiliate Group creates and sustains a visible presence as a respected early childhood education organization within the community and state.

—ADP I-E-2a, III-A-1

The Week of the Young Child (WOYC) is an ideal opportunity to showcase what's working—and who's working—with our nation's most vulnerable population. Since the WOYC was first sponsored by NAEYC in 1971, communities across the country have focused public attention on programs and services for young children and their families.

For a historical perspective on your area's WOYC, see past records from events. Review responses to questions asked during your annual self-assessment: See the Affiliate Group Leader Interview and the Community/State Interview Process in Chapter 3. When your Affiliate Group participates in the Association Development Process (ADP), you may also have access to results from the Member Survey.

Review the organization's policy on WOYC, or establish one like this sample. Your Action Plan most likely includes an annual WOYC celebration, too.

■■■■■■■■

Sample Policy

Week of the Young Child

Every year, the_____ AEYC shall establish the dates for Week of the Young Child, select an appropriate theme, and carry out related activities to draw public attention to the value of high-quality programs for young children and families.

Dates and Themes

NAEYC designates a week in April as the Week, although Affiliate Groups are free to choose other dates.

April 18-24, 1999
April 9-15, 2000
April 1-7, 2001
April 7-13, 2002
April 6-12, 2003

The most recent theme is *Early Years Are Learning Years...Make Them Count!* NAEYC materials are based on the theme, which changes periodically. Again, local and state Affiliate Groups may tailor a theme to their own needs.

Some Affiliate Groups are using the time beginning with the Week of the Young Child through the Stand for Children on June 1 as a unique opportunity to focus attention on children and families. An Organizer's Kit is available for this event from Stand for Children.

Child Care Professionals Day, sponsored by the National Association for Child Care Resource and Referral Agencies, and Worthy Wage Day, sponsored by the Center for the Child Care Work Force, are two other events with which groups can collaborate to build the momentum on behalf of a quality life for children and families as well as early childhood professionals.

Getting Organized

Details for organizing a WOYC are provided in the Week of the Young Child Handbook: *Make the Week of the Young Child Count! A Guide for Planning WOYC in Your Community.* Highlights are provided here to help you get started with the basics.

Planning Steps for WOYC

1. Decide on your vision—agree on what your Affiliate Group can carry off with aplomb

2. Form your committee(s)—the more people the better, including new people who are potential members

3. Delegate responsibilities—spell out each person's, and each committee's, tasks

4. Consider cosponsors—look for broad-based support from businesses, civic organizations, faith communities, governments, families, and of course early childhood service providers

5. Arrange funding—most events are managed by volunteers but items such as programs cost money

6. Generate publicity—request a proclamation, solicit media coverage

7. Join with related efforts—seek out other groups with shared priorities, such as Stand for Children

---

> I am of the opinion that
> my life belongs to the whole community
> and as long as I live it is my privilege
> to do for it whatever I can.
> —George Bernard Shaw

WOYC activities can...

- provide information and supports to families
- build public support for high-quality programs
- recognize the contributions of teachers, caregivers, or leaders
- stimulate specific actions on behalf of children and families
- celebrate the wonders of childhood
- be FUN!

For Further Information

NAEYC. (1998). *Make the Week of the Young Child Count! A Guide for Planning WOYC Activities in Your Community.*

NAEYC Leadership Conference

NAEYC's Web site: www.naeyc.org

Stand for Children, 1834 Connecticut Ave., N.W., Washington, DC 20009. (202) 234-0095, (800) 663-4032. Web site: www.stand.org

The Affiliate quarterly newsletter

Copyright © 1999, National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426. (202) 232-8777 (800) 424-2460

Part II

Criteria, Indicators, and Strategies for Affiliate Group Success

BEST COPY AVAILABLE

Part II. Criteria, Indicators, and Strategies for Affiliate Group Success

NAEYC Goals
For an Effective Organization

Goal I —Organizational Effectiveness
Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Goal II—Professional Development and Practice
Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

Goal III —Public Policy/Public Awareness and Education
Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families

The number of NAEYC members and Affiliate Groups continues to grow. We are widely recognized as a dynamic organization that strives to be inclusive in terms of race, ethnicity, culture, age, gender, and professional roles.

NAEYC's main attractions—the annual conference and *Young Children* being perhaps the most visible—are just two of the myriad of professional growth experiences available through national headquarters and more than 400 regional, state, and local NAEYC Affiliate Groups.

At every level our organization is seeking ways to better achieve our three shared goals for young children. These goals, identified above, point all of us in the same direction. Each year, Affiliate Groups and the national board and staff face decisions about how best to address changing member needs, select program content, set dues structures, and anticipate the future.

Successful leaders are constantly on their toes, strengthening organizations, trying new avenues to embrace members with varying perspectives, and promoting high-quality services for young children. Strong groups know, as did Arthur Godfrey, that "Even if you're on the right track, you'll get run over if you just sit there."

With NAEYC's quick, user-friendly Association Development Process (ADP), the national organization and its affiliated groups at all levels—large or small, expanding or struggling, young or experienced—can begin to construct effective ways to address to pressing leadership and organization management questions.

Criteria for Effective Affiliate Group Functioning

The Criteria, Indicators, and Strategies for Affiliate Group Success establish markers for local, state, and regional achievements. These Criteria are derived from NAEYC's Mission, Philosophy and Strategic Objectives adopted by the Governing Board in April 1987 and revised in 1996.

The Criteria for Effective Affiliate Groups and the related Indicators of Affiliate Group Success are gleaned from the wealth of local, state, regional, and national achievements within and beyond our organization. They are used while an Affiliate Group is engaged in ADP self-study and planning, as well as during daily organizational functioning.

Indicators of Affiliate Group Success

Each Indicator of Affiliate Group Success identifies concrete, proven initiatives to address our organizational goals. For each indicator, strategies implemented by effective Affiliate Groups are suggested.

These indicators and strategies are an integral part of daily Affiliate Group operations. They also form the basis for self-study and action planning when Affiliate Groups participate in the NAEYC Association Development Process (ADP).

Using the Criteria and Indicators—From Routine Business to the ADP

Affiliate Groups are encouraged to use all or portions of the Criteria and Indicators, which are included here in their entirety, at any time. For example, refer to the Criteria and Indicators when your Affiliate Group:

- orients new leaders
- undertakes a new project
- reviews policies and procedures
- plans membership services
- recruits members

A brief explanation of the ADP process is included in Chapter 3 of the *NAEYC Affiliate Group Handbook*. Statewide orientations enable ADP Steering Committees to walk through the entire process.

The Goals, Criteria, and Indicators are also formatted in a convenient Criteria Rating Form (in the *NAEYC Affiliate Group Handbook*) for use when Affiliate Groups engage in the Association Development Process (ADP). Task Groups learn how to use this form during the statewide orientation.

Strategy Planning Sheets for all Criteria are also available for use in long-range planning during the ADP and at other times as well. Affiliate Groups may request a set of the Strategy Planning Sheets by calling NAEYC's Field Services Department at (202) 232-8777 or (800) 424-2460 or contact us by e-mail at affiliate@naeyc.org.

Moving Toward Our Shared Goals

NAEYC's accreditation system and the principles of developmentally appropriate practice enable early childhood programs to examine themselves and focus on what's happening with young children.

ADP provides a similar structure for Affiliate Groups to focus on what's happening with local members, your community, and your state. Together, we can plan strategies that will strengthen our Association and move us forward with our goals for young children.

Both the accreditation and ADP systems have high expectations for our future as early childhood education professionals. We can make a difference!

> Let us put our minds together
> and see what life we can make for our children.
> —Sitting Bull

347

Overview of *Goals and Criteria*

Goal I. Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

I-A. Establish and maintain a ***strong membership base*** *that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.*
I-A-1. The Affiliate Group uses a variety of strategies to generate and maintain a sense of **shared ownership of the group's mission,** goals, and activities.
I-A-2. The Affiliate Group actively recruits, retains, and involves members from **diverse** groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.
I-A-3. The Affiliate Group **handles new and renewal memberships efficiently** so members receive benefits in a timely manner.

I-B. Establish and maintain an ***effective organizational structure*** *to assure continuity and stability in governance while promoting development of new leaders.*
I-B-1. The Affiliate Group maintains and uses up-to-date **bylaws** to promote effective organizational functioning.
I-B-2. The Affiliate Group *governance structure* promotes involvement, provides for **efficient decision making,** and allows the group to carry out its program and activities.
I-B-3. The Affiliate Group maintains **policies and procedures** based on its bylaws to guide its governance and activities in achieving its mission.
I-B-4. The Affiliate Group has **geographic boundaries** that define the area its programs serve and within which it recruits members.

I-C. Maintain ***complete and accurate membership and business records.***
I-C-1. The Affiliate Group maintains membership records, minutes, election results, bylaws, policies and procedures, Action Plan, and other business documents in **safe, accessible** locations.

I-D. Implement ***sound fiscal and business management*** *practices.*
I-D-1. The Affiliate Group implements prudent **financial policies** that maximize use of volunteer resources in order to achieve the group's mission.
I-D-2. The Affiliate Group **seeks the advice of experts** on legal and technical issues.

I-E. Conduct activities to increase revenue and professional development events in a ***businesslike*** *manner.*
I-E-1. Events are sponsored and planned **congruent with the missions** of NAEYC and the Affiliate Group and to generate revenue.
I-E-2. The Affiliate Group's planning incorporates **sound management** practices.

I-F. Actively engage in ***continuous leadership development*** *and involvement.*
I-F-1. The Affiliate Group facilitates **diversity, continuity, and stability in leadership** through professional development efforts in training, advocacy, and organizational development skills.

BEST COPY AVAILABLE

*I-G. **Facilitate networking** among NAEYC members, other Affiliate Groups, national board, and staff.*
I-G-1. The Affiliate Group encourages **communication** from and among members.

Goal II. Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

*II-A. Provide convenient, regular, **affordable access to high-quality resources** and experiences that empower early childhood professionals to be proactive change agents within the field.*
II-A-1. The Affiliate Group employs a **variety of activities** to engage early childhood educators in professional growth.
II-A-2. The Affiliate Group's activities promote deeper understandings of the knowledge and skills required to engage in **informed professional practice.**
II-A-3. The Affiliate Group's activities promote members' deeper understandings of the **policies and funding issues** affecting and linking quality, compensation, and affordability of early childhood services.

*II-B. Promote implementation of **high standards of quality for professional development** of adults who work with young children.*
II-B-1. The Affiliate Group promotes high standards for formal and community-based **professional preparation opportunities** that lead toward an articulated system of professional development.
II-B-2. The Affiliate Group encourages individuals to **continue to engage in professional development.**

*II-C. Promote implementation of **high standards of quality for professional practice** in programs for young children and their families.*
II-C-1. The Affiliate Group supports **developmentally, individually, and culturally appropriate** curriculum, assessment, and teaching practices for children from birth through age 8.
II-C-2. The Affiliate Group promotes **accreditation** through the National Academy of Early Childhood Programs.

Goal III. Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families

*III-A. Develop and disseminate current information about the interrelationship of **high-quality programs** for children, **adequate compensation** for personnel, and **affordability** for consumers to community leaders and the public.*
III-A-1. The Affiliate Group creates and sustains a **visible presence** as a respected early childhood education organization within the community and state.

*III-B. Take the lead to **stimulate advocacy** for high-quality early childhood education among Affiliate Group members, program families, and the public.*
III-B-1. The Affiliate Group fosters **leadership in public awareness and education,** the public policy process, and advocacy.

III-B-2. The Affiliate Group's advocacy efforts to improve early childhood education are compatible with the **principles of funding and administering high-quality programs.**

III-B-3. The Affiliate Group provides leadership to ensure **effective advocacy** efforts to improve systems that affect the quality of services for young children and their families.

Goal I

Organizational Effectiveness

BEST COPY AVAILABLE

Goal I

Build and maintain a strong, diverse, and inclusive organization that enables the group to achieve its mission on behalf of children, families, and professionals in early childhood education

Criteria

I-A. Establish and maintain a strong membership base that cultivates a commitment to the goal of improving the development of and education opportunities available to young children.

I-A-1. The Affiliate Group uses a variety of strategies to generate and maintain a sense of shared ownership of the group's mission, goals, and activities.

Indicators of Affiliate Group Success

I-A-1a. Affiliate Group materials include descriptions of the group's mission and activities.

Suggested Strategies

- Formulate an Affiliate Group mission statement consistent with NAEYC's, and state or regional, missions.
- Incorporate concepts from the mission statement in the membership brochure, programs, newsletters, letterhead.
- List upcoming events in minutes, newsletters, news releases, flyers, conference programs.
- Give potential members an issue of *Young Children* and NAEYC resources catalog [request copies from (202) 238-2604].

I-A-1b. Members are actively encouraged to participate in long-range as well as annual planning to review the Affiliate Group's mission, set goals and objectives, identify implementation strategies, and assess whether goals are being met.

Suggested Strategies

- An ADP Steering Committee and at least three Task Groups continuously oversee the Association Development Process.
- Use formal evaluations such as local Member Surveys and program evaluations to regularly assess and improve program activities.
- Combine informal mechanisms such as personal feedback with formal evaluations to assess the group's activities and make improvements.
- Urge members to vote in organizational elections.

I-A-1c. Linkages between program activities and the Affiliate Group's mission, goals, and objectives are frequently communicated by the group's leaders.

Suggested Strategies

- Welcome, value, involve, and respect individuals with diverse viewpoints, roles, program focus, ethnicity, and perspectives who share a commitment to the education and development of young children.
- Write a regular column in the Affiliate Group newsletter that highlights your group's purposes, refer frequently to your goals during board deliberations, record in the minutes how board decisions grow out of the group's mission, introduce programs briefly to establish the context.
- Celebrate accomplishments in meeting your goals. Recognize leader and member contributions.
- Urge individuals to join as comprehensive members to receive new NAEYC publications automatically.

Criterion

I-A-2. The Affiliate Group actively recruits, retains, and involves members from diverse groups, geographic locations within the Affiliate Group's outreach area, work settings, and careers in early childhood education and related fields.

Indicators of Affiliate Group Success

I-A-2a. Affiliate Group *membership* reflects strong involvement of various groups, geographic locations, work settings, and careers.

Suggested Strategies

- Seek and value diversity in culture, race, ethnicity, age, gender, geographic location, and other member attributes.
- Recruit and involve members who work in a variety of capacities in kindergarten and primary schools, Head Start, family and center child care, resource and referral, nursery schools, agencies, health care, higher education, and other settings.
- Seek student involvement by offering discounts on fees, mentoring opportunities, student representation on boards and committees, and scholarships.

I-A-2b. Affiliate Group *leadership* reflects strong involvement of different groups, locations, work settings, and professional roles.

Suggested Strategies

- Select leaders with diverse backgrounds and work experiences with young children and their families.
- Establish criteria and implement leadership recruitment strategies to assure a slate of qualified, dedicated, diverse candidates. Seek continuity and balance of strengths among leaders.
- Submit nominations for state and regional offices from local Affiliate Groups.
- Submit recommendations of names for national board members to NAEYC.

I-A-2c. Affiliate Group program activities are accessible and include a wide range of content.

Suggested Strategies

- Assure frequent and convenient access (location, scheduling) to regular Affiliate Group events for members.
- Provide choices of program topics, presenters, and formats that match broad interests and needs within the field.

I-A-2d. An outreach plan is developed each year to address barriers to inclusion.

Suggested Strategies

- Seek input through focus groups to understand and overcome barriers to membership diversity.
- Eliminate or reduce barriers to participation such as transportation, meeting times, location, interests, and career paths.
- Establish an annual membership goal that exceeds the minimum number (30 to 50) required for affiliation by NAEYC.

I-A-2e. Dues and fee structures are kept as low as feasible to assure participation by all who are interested.

Suggested Strategies

- Realistically anticipate income, budget carefully to keep expenses reasonable, maximize volunteer resources.
- Offer incentives to join and renew such as eligibility to win professional books or reduced Affiliate Group conference registration fees.

I-A-2f. Printed materials use words and images that demonstrate a commitment to diversity and inclusion.

Suggested Strategies

- Use photographs and artwork that depict diversity in Affiliate Group membership and families with young children.
- Describe the variety of services and benefits your Affiliate Group offers to address diverse interests and needs.
- Include information about the NAEYC Leadership Conference, Annual Conference, and other state or national events.

I-A-2g. Independent Members are encouraged to join the Affiliate Group.

Suggested Strategies

- Send a cover letter and an Affiliate Group membership brochure to each person on the list of Independent Members provided by NAEYC.
- Add Independent Members to your newsletter mailing list.
- Personally invite Independent Members to Affiliate Group events and meetings. Ensure they feel welcome.

I-A-2h. Affiliate Groups nurture and reach out to members to encourage them to renew.

Suggested Strategies

- Maintain personal contact with inactive members. Identify barriers to participation and seek ways to overcome them.
- Assure that all Affiliate Group events are friendly and welcoming.
- Seek ways to increasingly involve all members in the Affiliate Group's activities.

I-A-2i. Members are encouraged to reflect upon their experiences with the Affiliate Group and NAEYC and to offer specific suggestions to improve membership services.

Suggested Strategies

- Members respond through formal mechanisms such as the Member Survey, program evaluations, and letters to the board.
- Informal discussions are viewed as opportunities for membership input and leader follow-through.

Criterion

I-A-3. The Affiliate Group handles new and renewal memberships efficiently so members receive benefits in a timely manner.

Indicators of Affiliate Group Success

I-A-3a. Accurate new and renewal memberships, and changes of address, are updated; memberships are submitted to NAEYC as soon as possible, preferably within 10 days of receipt.

Suggested Strategies

- Complete forms accurately and maintain copies.
- Process checks immediately.
- Remind members to notify NAEYC about address changes.

I-A-3b. New members are contacted within one month to welcome them to the Affiliate Group and identify their needs and interests.

Suggested Strategies

- Appoint a welcome committee to call new members to invite them to the next event.
- Include a brief interest questionnaire in your membership brochure for new members to complete when they join.
- Send a welcome letter that includes your Affiliate Group's most recent newsletter and other pertinent information. Personalize it to address the member's interests, point out how the Affiliate Group is prepared to meet member needs.

I-A-3c. Members who have not renewed by the third month of the membership year are personally contacted to encourage prompt renewal.

Suggested Strategies

- Include membership reminders in the Affiliate Group newsletter and at each event.
- Offer incentives to encourage renewals.
- Review renewals within 3 months after the start of the membership year. Appoint a board member or committee to call members who have not yet renewed to let them know their membership is valued by the Affiliate Group.
- Keep records about why members choose not to renew. Respond and remove barriers when possible.

Criteria

I-B. Establish and maintain an effective organizational structure to assure continuity and stability in governance while promoting development of new leaders.

I-B-1. The Affiliate Group maintains and uses up-to-date *bylaws* to promote effective organizational functioning.

Indicators of Affiliate Group Success

I-B-1a. The Affiliate Group's bylaws address these and any other pertinent points:

- Purpose
- Responsibilities of officers, committee members, and executive committee
- Election or appointment of officers and board members
- Duration and staggering of terms of office
- Voting requirements (quorum, majority)
- Fiscal responsibilities
- Rights of members
- Removal of an officer or board member
- Archives and business records
- Relationship to NAEYC and other Affiliate Groups (including state/regional as appropriate)
- Relationship to staff (if appropriate)

Suggested Strategies

- Review the sample bylaws in the *NAEYC Affiliate Group Handbook* for recommended style and content. Adopt bylaws that are congruent with this sample.
- Adopt bylaws that are flexible and provide guidance and backup tools for situations that may not be anticipated.

I-B-1b. Bylaws are distributed to every board member upon election/appointment and are available during board discussions.

Suggested Strategies

- Prepare an Affiliate Group *Leader Guide* that contains important documents for board members and committee chairs.
- Formulate an annual calendar to assure that all provisions of the bylaws and other Affiliate Group events are carried out in a timely manner.

I-B-1c. Bylaws are reviewed for potential revision every 5 years.

Suggested Strategy

- Assure that bylaws reflect current organizational structures and recommendations in the *NAEYC Affiliate Group Handbook.*

Criterion

I-B-2. The Affiliate Group *governance structure* promotes involvement, provides for efficient decision making, and allows the group to carry out its program and activities.

Indicators of Affiliate Group Success

I-B-2a. The Affiliate Group's board functions as its official governing body, with supervision, control, and direction of the group's affairs.

Suggested Strategies

- Act in accordance with the Affiliate Group's bylaws, policies and procedures, and Action Plan.
- Meet regularly at a place and time conducive to attendance and full participation. Welcome all who attend.
- Conduct meetings with a written agenda, provide ample information for deliberation and decision making. Follow rules of order. Keep complete, accurate minutes and make them available to members.
- Announce business meetings in Affiliate Group publications and at events to encourage membership involvement.
- Convey decisions immediately to committee chairs and other individuals or groups who are affected.
- Reimburse board member expenses when meetings require distance travel, lodging, and food.
- Publish highlights of each business meeting in the Affiliate Group's newsletter.

I-B-2b. Executive Committee members—the Affiliate Group's president, president-elect or past president, vice-president, secretary, treasurer—are authorized to act on behalf of and exercise the powers of the board as specified in the group's bylaws.

Suggested Strategies

- Call meetings of the executive committee only when essential to make immediate decisions. Keep detailed minutes and make them available to members.
- Immediately report actions taken to the full board.

I-B-2c. The Affiliate Group's committee structure supports the group's mission and carries out its activities.

Suggested Strategies

- Appoint standing committees for permanent, continuous tasks such as conferences; newsletter; Week of the Young Child; public information; programs; publications sales; finance; nominations and elections, liaison to the National Academy of Early Childhood Programs; liaisons to Affiliate Groups or other organizations; Quality, Compensation, and Affordability (QCA); and public policy.
- Appoint ad hoc committees or task forces to carry out a single function, such as drafting a position statement or reviewing bylaws.
- Steering committees or advisory panels may conduct specific, long-term tasks such as overseeing the Association Development Process or reviewing materials for publication by the Affiliate Group.

I-B-2d. Nominations and elections policies and procedures are clear and detailed.

Suggested Strategies

- Adopt policies and procedures similar to those recommended in the *NAEYC Affiliate Group Handbook.* Policies address appointment of a nominations and elections committee, determine qualifications for each position and the board as a whole, establish a process to nominate candidates, assure a fair, confidential election, and make sure results are announced to nominees and members.
- Establish campaign policies and guidelines to assure an equitable process in which members have equal access to information and candidates have equal access to exposure.

I-B-2e. Terms of office for board members are staggered to assure continuity and stability in Affiliate Group governance.

Suggested Strategies

- Establish a one-year term as president-elect and another as past president surrounding the term as president.
- Establish president and vice-president as non-entry-level positions.
- Stagger terms for president and vice-president; secretary and treasurer. Elect only a designated portion of other board members each year.
- Implement strategies to identify and develop new leaders through appointments to committees to assure a pool of qualified, dedicated, diverse candidates.

I-B-2f. All incoming officers, board members, and committee chairs are oriented to the organization's mission and structure and their responsibilities.

Suggested Strategies

- Conduct a reorganization meeting with new board members and committee chairs. Review bylaws, policies and procedures, Action Plan, and roles and responsibilities of each position.
- Write and provide copies of clear job descriptions for each officer, committee, and paid staff (if any). Sample job descriptions are included in the *NAEYC Affiliate Group Handbook.* Revise as needed.
- Listen to "How to Be an Effective Board Member" or read excerpts in the *NAEYC Affiliate Group Handbook.*
- Appoint mentors, such as previous office holders, to assist each incoming board member and committee chair.

I-B-2g. A mechanism is in place to receive and respond to questions and concerns from members.

Suggested Strategies

- Members are informed about appropriate procedure for submitting suggestions and concerns to the board (letter to board, dialogue with board).
- Written suggestions or concerns are assigned to appropriate staff/committee for discussion and response.

Criterion

I-B-3. The Affiliate Group maintains *policies and procedures* based on its bylaws to guide its governance and activities in achieving its mission.

Indicators of Affiliate Group Success

I-B-3a. Affiliate Group policies and procedures address these and other pertinent points to establish functions:

- nominations and elections
- responsibilities of officers and standing committee chairs
- fiscal management: accounting, budget, fees, disbursements, per diem, banking (including two signatures on checking accounts), reserves, fundraising, awards, grants
- technical assistance available to local or state Affiliate Groups
- conference and WOYC management
- relationships with NAEYC Affiliate Groups
- types of issues appropriate for issuing position statements
- relationships with any individual or community organizations
- who speaks on behalf of the Affiliate Group

Suggested Strategy

- Write clear policies and procedures that establish relationships and clear, flexible guidelines for appropriate action. Sample policies are in the *NAEYC Affiliate Group Handbook.*

I-B-3b. Policies and procedures are distributed to all board and committee members upon election/appointment and are available during board and committee discussions.

Suggested Strategy

- Include policies and procedures in your Affiliate Group's *Leader Guide*. Distribute to all board members and committee chairs.

I-B-3c. Policies and procedures are reviewed and updated regularly.

Suggested Strategies

- Assign one officer to review policies.
- Review policies and procedures to determine whether they continue to meet the Affiliate Group's needs and address items identified in the samples in the *NAEYC Affiliate Group Handbook*.
- Change or add policies as needed.

I-B-4. The Affiliate Group has geographic boundaries that define the area its programs serve and within which it recruits members.

Suggested Strategies

- Assign one officer to identify current geographic boundaries, if any.
- Establish Affiliate Group boundaries that are unique to the group.

Criteria

I-C. Maintain complete and accurate membership and business records.

I-C-1. The Affiliate Group maintains membership records, minutes, election results, bylaws, policies and procedures, Action Plan, and other business documents in safe, accessible locations.

Indicators of Affiliate Group Success

I-C-1a. Membership records are accessible and the system for updating them assures their accuracy.

Suggested Strategies

- Maintain an up-to-date roster for newsletters, telephone trees, and other contacts.
- Maintain an accurate, current list of Affiliate Group members and contact information for each person.
- Computerize membership records whenever possible.

I-C-1b. Minutes of all meetings are recorded and distributed to the board for approval at the next meeting, and kept on file in a permanent location.

Suggested Strategies

- Record these items in the minutes for each meeting: date, attendees, officer/committee reports, motions presented and approved, plans, committee appointments, date of next meeting, name of recorder.
- Offer guidelines for making motions. Provide forms for submitting motions in writing to the secretary.
- Mail copies of minutes to all board members after each meeting.
- Keep copies of minutes in the Affiliate Group's archives.

I-C-1c. Election results are tabulated fairly and confidentially, and recorded in the minutes of the meeting in which they are accepted.

Suggested Strategies

- Tabulations are conducted by a committee of at least two people.
- Only original ballots are counted (neither faxed nor photocopied ballots are valid).
- Results are checked for accuracy after the initial tabulation.

I-C-1d. A safe, secure place is used to store copies of bylaws, policies and procedures, the Affiliate Group Action Plan, legal papers, and other vital documents.

Suggested Strategies

- Store all Affiliate Group records on computer whenever possible.
- Arrange for archival storage with a library, college, Resource and Referral agency, or other institution.
- Permanently maintain business records including minutes of meetings, election results, mailing permits, insurance policies, legal documents, contracts, historical papers, and other documents.
- Each year, provide NAEYC with up-to-date information about Affiliate Group officers, dues structures, and members.
- When revised, provide NAEYC with a copy of your Action Plan and bylaws.

Criteria

I-D. Implement sound fiscal and business management practices.

I-D-1. The Affiliate Group implements prudent financial policies that maximize use of volunteer resources in order to achieve the group's mission.

Indicators of Affiliate Group Success

1-D-1a. Financial policies enable the Affiliate Group to achieve ultimate benefit from income and expenditures and assure adequate reserves for emergencies or service expansions.

Suggested Strategies

- Establish and apply reasonable policies to guide fiscal management and decisions. Sample financial policies are provided in the *NAEYC Affiliate Group Handbook.*
- Develop budgets consistent with mission and priorities of local, state, or regional Affiliate Groups, and NAEYC. Maintain copies for 5 years.
- Set a dues structure that takes into account a variety of factors, is as low as feasible to operate a viable organization, and reflects value of services provided.
- Maintain complete and accurate records of all income and expenditures according to accepted accounting principles.
- Review financial status periodically and adjust expenditures accordingly.
- Appoint a volunteer audit committee or contract for an annual independent audit.
- Seek continuing financial support for projects to stimulate leadership development and member responsiveness to community or state goals.
- Set up scholarships and/or a mentor system for members, college students, and programs seeking accreditation. Seek donors for scholarship funds.

I-D-1b. Capitalize on the Affiliate Group's volunteer resources to achieve organizational stability and reach its goals.

Suggested Strategies

- Encourage members to serve in capacities that enable them to draw on their strengths and interests in building the organization and skills of members.
- Recognize and publicly express appreciation for volunteer contributions within the membership and community or state.
- Spread projects among enough people to ensure that each volunteer can accomplish the task effectively.
- Orient volunteers to their tasks, provide feedback, and evaluate tasks.
- Provide opportunities for diverse members to gain expertise in advocacy, organizational leadership, and professional development (see Criteria I-F and Goal II).
- Seek volunteer assistance within the community to conduct tasks such as promotion, accounting, mailing. This increases efficiency and frees member volunteers to work on program areas.
- Contract for some or all business and administrative services (process memberships, answer telephone, maintain mailing list, produce newsletter, manage conference) when it is financially feasible, in order to free volunteers to concentrate on professional and organizational development.
- Consider hiring staff to implement Affiliate Group business and programs if the group is large and financially stable. Employ staff who support the mission of NAEYC and the Affiliate Group. Hire and maintain staff in accordance with sound business practices.
- Consider rent or purchase of facilities if the Affiliate Group is large and financially stable.

Criterion

I-D-2. The Affiliate Group seeks the advice of experts on legal and technical issues.

Indicator of Affiliate Group Success

1-D-2a. Affiliate Group boards and staff seek legal and technical assistance on regulatory compliance and risk management.

Suggested Strategies

- Incorporate as a 501(c)(3) corporation (see the *NAEYC Affiliate Group Handbook*).
- Conduct public policy/public education activities in accordance with federal and state regulations (see Goal III and the *NAEYC Affiliate Group Handbook*).
- Apply for and use a bulk mailing permit when eligible (see the *NAEYC Affiliate Group Handbook*).
- Obtain Affiliate Group insurance coverage at a level sufficient to protect the organization's integrity. Review coverage periodically (see the *NAEYC Affiliate Group Handbook*).
- Evaluate meeting facilities for safety and compliance with the Americans with Disabilities Act (ADA).

Criteria

I-E. Conduct activities to increase revenue and professional development events in a businesslike manner.

I-E-1. Events are sponsored and planned congruent with the missions of NAEYC and the Affiliate Group and to generate revenue.

Indicators of Affiliate Group Success

I-E-1a. Sale of NAEYC and other professional publications generates revenue for the Affiliate Group.

Suggested Strategies

- Engage in fundraising efforts that complement local, regional, and national efforts.
- Encourage members to order NAEYC publications through the Affiliate Group. Provide order forms at every event. Affiliate Groups earn 25% of the book and poster sales total.
- Place consignment orders for NAEYC publications. Promote sales. Affiliate Groups earn 25% of the book and poster sale total.
- Sell books written by keynote speakers and titles related to an event's theme. Order early from the publisher.
- Encourage purchase of gifts of NAEYC memberships and resources.
- Exhibit and sell NAEYC and Affiliate Group materials at conferences of related organizations.

I-E-1b. Other fundraising efforts are designed to support Affiliate Group goals.

Suggested Strategies

- Engage in fundraising efforts that complement local, regional, and national efforts such as improving professional development and public information.
- Clarify roles and responsibilities of all co-sponsoring or umbrella organizations in written contracts.
- Obtain legal or other technical assistance as needed during planning.
- Arrange for liability or other insurance coverage, licenses, and other permits as needed.
- Seek grants, in-kind or cash contributions, and engage in other fundraising strategies to support the group's mission financially.

Criterion

I-E-2. The Affiliate Group's planning incorporates sound management practices.

Indicators of Affiliate Group Success

I-E-2a. Conferences, workshops, and other events are designed to be affordable and accessible to attract a diverse group of participants.

Suggested Strategies

- Select times and locations sensitive to the audience. Coordinate themes and schedules with other groups.
- Provide opportunities to contribute, build consensus, and evaluate events. Incorporate evaluation results in plans.
- Collaborate with Head Start, schools, Federal Extension System, colleges, and R&R agencies.
- Establish an event plan, including a chair, committee, timeline, policies, procedures, tasks, and evaluation.
- Plan dates, engage keynote speakers, and reserve facilities far in advance. Tie a conference to Week of the Young Child or other events.
- Establish a budget line item for each event. Set affordable registration fees and plan expenditures accordingly.
- Plan programs to attract target populations (family child care providers, kindergarten and primary teachers, special educators).
- Promote events with ample advance notice in newsletters, area media, and in *Young Children*'s Calendar of Conferences.
- Invite local media to cover every event. Provide a news release, speaker contacts, and a schedule.

I-E-2b. Contractual agreements are entered into and honored with knowledge of legal requirements and are designed to support Affiliate Group goals.

Suggested Strategies
- Consider only written contracts.
- Review contract provisions for pitfalls.
- Seek legal and technical expertise as needed (see I-D-2 and the *NAEYC Affiliate Group Handbook*).
- Obtain insurance policies on behalf of the group as needed.

Criteria

I-F. Actively engage in continuous leadership development and involvement.

I-F-1. The Affiliate Group facilitates diversity, continuity, and stability in leadership through professional development efforts in training, advocacy, and organizational development skills.

Indicators of Affiliate Group Success

I-F-1a. Affiliate Group decision-making and planning processes fully involve members.

Suggested Strategies
- Notify members of business and program meetings well in advance. Provide complete information. Engage members in deliberations and decision making.
- Establish advisory groups, task groups, committees, and other mechanisms to encourage full participation and diverse membership involvement in all aspects of Affiliate Group governance.
- Involve as many members as possible in the Association Development Process (ADP).

I-F-1b. Expanded opportunities for members to seek technical assistance, engage in mentoring, and improve professional skills are available through the Affiliate Group.

Suggested Strategies
- Develop strategies to expand and diversify the early childhood leadership pool.
- Identify potential leaders and nurture their development through mentoring, scholarships, and increasingly responsible leadership roles.
- Encourage experienced office holders, committee chairs, and long-time members to serve as mentors to emerging leaders.
- Nurture local Affiliate Group leadership skills through state, regional, national initiatives.
- Seek out and learn from mentors in other Affiliate Groups.

I-F-1c. Experienced leaders are encouraged to continue their involvement in local, state, regional, and national governance, professional development, and public information efforts.

Suggested Strategies
- Maintain a pool of effective leaders who continue to provide counsel and mentoring to the group.
- Appoint experienced leaders to new and established committees and other roles.
- Effective leaders are suggested for positions at state, regional, and national levels.
- Networking with other Affiliate Groups, state and regional Affiliate Groups, and NAEYC is fostered through experienced leaders.

BEST COPY AVAILABLE

Criteria

I-G. Facilitate networking among NAEYC members, other Affiliate Groups, national board, and staff.

I-G-1. The Affiliate Group encourages communication from and among members.

Indicators of Affiliate Group Success

I-G-1a. Board members and officers are accessible and attuned to members' needs and interests.

Suggested Strategies

- Create a friendly, welcoming atmosphere at board meetings and Affiliate Group events.
- Attend regularly and participate in all Affiliate Group events.
- Introduce Affiliate Group leaders at board meetings and other events.
- List contact information for board members and committees in the newsletter.

I-G-1b. Publications keep members abreast of Association events, board actions, changes in regulations, legislative initiatives, and other pertinent information.

Suggested Strategies

- Appoint an editor and committee to handle the Affiliate Group's publications, editorial, production, and mailing tasks.
- Feature timely happenings in regular newsletters and periodic action alerts.
- Reprint information from NAEYC's *Affiliate*, Academy, and Advocacy newsletters in Affiliate Group publications.
- Exchange newsletters with other Affiliate Groups and read NAEYC's *Affiliate* to obtain new ideas and inspiration.
- Publicize information about state CDA scholarships, staff development opportunities, and Affiliate Group events.
- Encourage officers to read Association business in *Young Children* and to obtain copies of Governing Board minutes.
- Regularly survey members to assure that publications services address their diverse interests and needs.
- Encourage members to submit articles and photographs to professional journals and local, state, and national publications.

I-G-1c. Frequent personal contacts maintain links among members, Affiliate Groups, and NAEYC.

Suggested Strategies

- Establish personal contact through telephone trees, personal contacts, networking breakfasts, consultations, program visits, and conferences and meetings.
- Seek common ground among pre-K teachers, center teachers, family child care providers, primary teachers, school-age child caregivers, special educators, and other professionals.
- Collaborate with schools and agencies serving teen parents and their children.
- Appoint an appropriate board member to promptly complete and return state, regional, or NAEYC requests for critical information.
- Coordinate planning and services within and among Affiliate Groups and NAEYC. At least one officer attends state and regional NAEYC meetings.
- At least one officer attends the annual NAEYC Leadership Conference, annual business meeting, and board meetings. Exchange ideas to reenergize the Affiliate Group.
- Local Affiliate Groups invite state board members and staff to attend and address meetings and conferences. Arrange visits to exemplary programs and providers in the area and set up media coverage.

- State and regional Affiliate Groups invite national board members and staff to attend and address meetings and conferences. Arrange media coverage.
- Call the appropriate state, regional, or national office if a problem is identified that needs to be addressed.

Goal II

Professional Development and Practice

BEST COPY AVAILABLE

Goal II

Facilitate improvements in, and uphold high standards for, professional development and working conditions to achieve high-quality practice in early childhood education

Criteria

II-A. Provide convenient, regular, affordable access to high-quality resources and experiences that empower early childhood professionals to be proactive change agents within the field.

II-A-1. The Affiliate Group employs a variety of activities to engage early childhood educators in professional growth.

Indicators of Affiliate Group Success

II-A-1a. Members have access to a broad range of up-to-date information on issues affecting young children, their families, and early childhood programs.

Suggested Strategies

- Promote print and video resources that feature ways to improve early childhood education regardless of sponsorship, funding, structure, or age level.
- Call attention to articles from *Young Children* and new professional book and video titles.
- Maintain an accessible community library that includes NAEYC resources and catalogs. Evaluate and update resources often.
- Maintain a complete set of display copies of current NAEYC books. Display them at meetings.
- Develop, publish, promote, and distribute professional development materials.

II-A-1b. An ample, convenient variety of networking opportunities for members is available through the Affiliate Group.

Suggested Strategies

- Offer an array of informal discussions, workshops, study groups, and social gatherings.
- Encourage state, regional, and national conference attendance. Offer scholarships.
- Work with R&Rs to collect information about contacts, speakers, consultants.
- Communicate regularly with members by publishing a newsletter or journal.
- Arrange program exchanges for members to see appropriate practices.
- Maintain a resumé file or establish a job bank.
- Urge members to subscribe to an Internet service provider.

Criterion

II-A-2. The Affiliate Group's activities promote deeper understandings of the knowledge and skills required to engage in informed professional practice.

Indicators of Affiliate Group Success

II-A-2a. Members are offered ample opportunities to engage in in-depth professional improvement activities.

Suggested Strategies

- Capture commitment and enthusiasm to support professional growth through education, persuasion, and modeling.
- Select topics, formats—conferences, workshops, seminars, study groups—and presenters that match members' diverse interests and roles. Challenge and extend participants' knowledge and skill levels.
- Urge members to engage in research, collaborate with researchers, and contribute to the growing knowledge base of the profession.
- Coordinate and articulate Affiliate Group professional development activities with local, state, and national plans and efforts.
- Urge outstanding leaders to submit conference session proposals for regional and national conferences.

II-A-2b. Program activities reflect current research, theory, and practical experiences that form the profession's knowledge base.

Suggested Strategies

- Keep members abreast of cutting-edge issues and information about early childhood education in Affiliate Group publications and events.
- Include in-depth professional materials in the Affiliate Group library.
- Use topics in the *Early Childhood Research Quarterly* and similar materials as a basis for seminars on emerging issues.
- Develop Affiliate Group position papers on pressing issues through thorough study and consensus building.

II-A-2c. Participants in Affiliate Group activities gain, practice, and model skills necessary for appropriate practice with young children, families, co-workers, and adult learners.

Suggested Strategies

- Establish criteria for program presenters. Review formats and materials to assure their congruence with appropriate practice.
- Foster mentor relationships among members and potential members.
- Encourage high-quality programs to serve as models, practicum sites, and research centers. Disseminate results of these experiences.
- Encourage outstanding members to serve on advisory boards and as faculty of professional development programs.
- Seek technical assistance from each other at local, state, regional, and national levels.

II-A-2d. Professional conduct as expressed in NAEYC's Code of Ethical Conduct is supported and modeled by Affiliate Group members and leaders.

Suggested Strategies

- Build support for discussing and dealing with ethical issues as they arise. Consider ethical issues in the Affiliate Group newsletter and workshops.
- Periodically review the Code of Ethical Conduct with members and families. Invite discussion by posing typical ethical dilemmas such as those featured in *Young Children*.
- Urge members to post the Code of Ethical Conduct in a prominent place.

Criterion

II-A-3. The Affiliate Group's activities promote members' deeper understandings of the policies and funding issues affecting and linking quality, compensation, and affordability of early childhood services.

Indicator of Affiliate Group Success

II-A-3a. Members are offered opportunities to learn about and advocate for public policies, licensing, teacher certification, funding, full cost of quality issues, and related topics.

Suggested Strategies

- Promote program policies that meet NAEYC's "Compensation Guidelines for Early Childhood Professionals."
- Keep issues such as staff health care, quality improvement funds, fair compensation, reimbursement rates, affordability, and professional qualifications at the forefront of discussions on quality.
- Engender a commitment to licensing standards and enforcement that reflects research on and experience with high-quality programs. Refer to *Regulating Child Care Quality: Evidence From NAEYC's Accreditation System.*
- Encourage regular monitoring of licensing standards and request feedback designed to achieve improvements.
- Promote high standards for the amount, content, and quality of professional development and experience necessary for early childhood personnel.
- Work to improve state standards as necessary.
- Tie compensation to professional development efforts.

NAEYC Position Statements

- Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs
- Anti-Discrimination Statements—Anti-Discrimination Policy; Statement About Proposition 187 and NAEYC's Code of Ethical Conduct
- Call to Action on Behalf of Children and Families
- Child Care Food Program
- Code of Ethical Conduct and Statement of Commitment
- Compensation Guidelines for Early Childhood Professionals
- Conceptual Framework for Early Childhood Professional Development
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8
- Early Childhood Teacher Certification
- Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8
- Guidelines for Preparation of Ealy Childhood Professionals
- Guiding Principles for the Development, Analysis, and Implementation of Early Childhood Legislation
- Learning to Read and Write: Developmentally Appropriate Practices for Young Children
- Licensing and Other Forms of Regulation of Early Childhood Programs in Centers and Family Day Care
- Media Violence in Children's Lives
- Personnel Standards for Early Education and Early Intervention
- Position on Inclusion
- Prevention of Child Abuse in Early Childhood Programs and the Responsibility of Early Childhood Professionals to Prevent Child Abuse
- Principles to Link By: Integrated Service Systems That Are Community-Based and School-Linked
- Recommendations for Welfare Reform Initiatives
- School Readiness
- Standardized Testing of Young Children Ages 3 to 8
- State Implementation of Welfare Reform
- Statement on Collective Bargaining
- Statement on Head Start Expansion
- Technology and Young Children—Ages 3 Through 8
- Violence in the Lives of Children

Criteria

II-B. Promote implementation of high standards of quality for professional development of adults who work with young children.

II-B-1. The Affiliate Group promotes high standards for formal and community-based professional preparation opportunities that lead toward an articulated system of professional development.

Indicators of Affiliate Group Success

II-B-1a. Affiliate Groups work toward a high-quality, national, articulated early childhood professional preparation system.

Suggested Strategies

- Ensure that at least one Affiliate Group member attends the annual conference of the National Institute for Early Childhood Professional Development.
- Coordinate local, state, and federal funding streams for professional development. Facilitate partnerships between higher education, school districts, and early childhood.
- Advocate for inclusion of CDAs in state licensing regulations.
- Provide opportunities for members to learn more about *State Certification of Early Childhood Teachers*.
- Promote early childhood career mobility within and between states.
- Work to improve professional development requirements.
- Ensure that professional development is appropriate for different aspects of the field such as family child care, center care, infants and toddlers, preschoolers, and school-age children.

II-B-1b. Affiliate Groups provide input into the development of, and promote the use of guidelines for, professional preparation at all levels—CDA, associate, baccalaureate, and advanced.

Suggested Strategies

- Encourage secondary and post-secondary institutions to provide affordable, accessible, high-quality professional development, preservice and inservice.
- Work with administrators and faculty in higher education to comply with NAEYC/NCATE's 1994 Professional Preparation Guidelines.
- Support CDA and degree candidates by seeking donors for scholarships.
- Highlight credentials and degrees granted to members. Encourage qualified members to serve as CDA Advisors and Seminar Instructors or in similar capacities.
- Seek support for efforts to increase the quality of professional preparation programs from state and/or regional Affiliate Groups, NAEYC, and the Council for Early Childhood Professional Recognition.

Criterion

II-B-2. The Affiliate Group encourages individuals to continue to engage in professional development.

Indicator of Affiliate Group Success

II-B-2a. Affiliate Groups are committed to sustaining professional development for all those who pursue careers in early childhood education.

Suggested Strategies

- Ensure that a spirit of eagerness to learn more about professional practice and related issues pervades Affiliate Group publications and events.
- Work to assure that high-quality professional development counts as college credit and/or credit toward state continuing education requirements.
- Feature information about continuing education opportunities in Affiliate Group publications and at Affiliate Group meetings.
- Maintain materials in the Affiliate Group library about local continuing education opportunities.
- Seek grants, scholarships, and other assistance for members who continue to engage in professional development.
- Assure that experienced professionals serve as role models for the continuous learning process.
- Recognize the professional development accomplishments of members, personally and in the media.

Criteria

II-C. Promote implementation of high standards of quality for professional practice in programs for young children and their families.

II-C-1. The Affiliate Group supports developmentally, individually, and culturally appropriate curriculum, assessment, and teaching practices for children from birth through age 8.

Indicators of Affiliate Group Success

II-C-1a. Affiliate Groups are committed to ensuring the use of developmentally appropriate practices in programs for young children.

Suggested Strategies

- Promote application of *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. Provide copies to administrators, primary teachers, principals, and state education department officials.
- Engage in frequent discussions about the appropriateness of common practices and emerging ideas.
- Conduct study sessions centering on NAEYC's position and related materials on developmentally appropriate practice for children from infancy through the primary grades.
- View videos that demonstrate appropriate practice in action. Compare and contrast these practices with similar situations participants have experienced.
- Arrange to videotape and then analyze the daily practice of a member who exemplifies appropriate practice.
- Keep members abreast of emerging trends and issues in developmentally appropriate practice.

- Help teachers, providers, families, and children ease the transition between preschool and kindergarten programs. Encourage exchanges of information, visits, and continuous family involvement.
- Encourage exemplary programs or providers to serve as placement sites for professional preparation.
- Urge professionals to consider the long-range implications of their work with young children and families.
- Support development of comprehensive curriculum goals for children that address all domains of development.
- Model developmentally appropriate practice in programs, schools, and at community events.

II-C-1b. Affiliate Groups are committed to ensuring implementation of appropriate curriculum and assessment in programs for young children.

Suggested Strategies

- Support the process of observing, recording, and documenting children's work and how they do it as the basis for making educational decisions.
- Promote application of NAEYC's "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8."
- Keep members abreast of emerging trends and issues in developmentally appropriate methods for assessment and planning instruction.
- Support an interagency developmental screening and diagnosis process that conforms to all provisions in IDEA and ADA.
- Urge members to engage in long-term developmental research, collaborate with researchers, and share their findings.
- Object to the overuse, misuse, and abuse of formal, standardized testing.
- Involve educators and families in discussions of education reform issues such as those raised in "Testing of Young Children: Concerns and Cautions."
- Work with school and state officials to establish appropriate guidelines for school entrance. See NAEYC's position statement on school readiness, *Kindergarten Policies: What Is Best for Children?*, and *Grassroots Success!*
- Appoint articulate, diverse representatives to curriculum and assessment policy boards.

II-C-1c. Affiliate Groups are committed to ensuring culturally appropriate and antibias environments and practices in programs for young children.

Suggested Strategies

- Promote application of NAEYC publications on diversity and equity such as *Anti-Bias Curriculum* and *Valuing Diversity*.
- Offer professional development opportunities that enable members to acknowledge and overcome their own biases.
- Encourage members to appreciate and implement the richness of human experience within the community.
- Model conflict resolution strategies, support self-esteem, and respect individual and group differences within the Affiliate Group.
- Assist members to resolve workplace issues that have their roots in diversity.
- Collaborate with community groups involved in diversity and antibias efforts.

II-C-1d. Affiliate Groups are committed to ensuring inclusive practices for children with diverse abilities in programs for young children.

Suggested Strategies

- Provide opportunities for members to study NAEYC's position statement on inclusion.
- Offer professional development opportunities that address the challenges in making inclusion work and that prepare individuals to apply knowledge about intervention supports and services.
- Collaborate with special educators and related professionals to ensure continuity and high quality of programs for children and families.
- Arrange site visits to facilities that meet or exceed ADA. Provide practical and technical information about compliance.

Criterion

II-C-2. The Affiliate Group promotes accreditation through the National Academy of Early Childhood Programs.

Indicators of Affiliate Group Success

II-C-2a. Affiliate Groups champion the values of seeking and maintaining accreditation through the National Academy of Early Childhood Programs.

Suggested Strategies

- Generate interest in accreditation. Describe its benefits for children, families, and staff. See *Supporting Quality Programs for Young Children Through Early Childhood Accreditation—What Business and Community Leaders Should Know.*
- Distribute Academy brochures. [Call (202) 328-2601 to request free copies.]
- Ask representatives of accredited programs to explain the process and rewards. Show the video "Doing a Self-Study: Why and How?". Include the accreditation video and brochures in the Affiliate Group library.

II-C-2b. Affiliate Groups support programs that seek and maintain accreditation through the National Academy of Early Childhood Programs.

Suggested Strategies

- Seek local or state financial and technical support for accreditation.
- Offer scholarships to programs that seek accreditation.
- Establish a mentor system so accredited programs can assist others to successfully complete the self-study process and validation visit.
- Encourage staff of accredited programs to serve as Academy validators.
- Celebrate award of accreditation in the media: sponsor open houses, invite photographers, issue a news release. NAEYC offers each Affiliate Group a list of recently accredited programs in the area.

II-C-2c. Affiliate Groups encourage and support family child care providers to seek and maintain accreditation and/or credentialling.

Suggested Strategies

- Seek local or state financial and technical support for accreditation and/or credentialling.
- Offer scholarships to providers who seek accreditation and/or credentialling.
- Establish a mentor system so accredited and/or credentialled providers can assist others to successfully complete the process.
- Celebrate award of accreditation and/or credentialling in the media: sponsor open houses, invite photographers, issue a news release.

Goal III

Public Policy/ Public Awareness and Education

BEST COPY AVAILABLE

Goal III

Improve public understanding of, and support and funding for, high-quality programs in centers, homes, and schools for young children and their families

Criteria

III-A. Develop and disseminate current information about the interrelationship of high-quality programs for children, adequate compensation for personnel, and affordability for consumers to community leaders and the public.

III-A-1. The Affiliate Group creates and sustains a visible presence as a respected early childhood education organization within the community and state.

Indicators of Affiliate Group Success

III-A-1a. The image of early childhood educators as dedicated professionals who support families and healthy child development is strengthened by the Affiliate Group.

Suggested Strategies

- Establish public relations strategies to reach diverse audiences. Budget expenses.
- Stimulate interest during WOYC, Worthy Wage Day, and community events. Showcase model programs and appropriate activities that demonstrate the value of professional preparation and the need for adequate compensation.
- Maintain an accessible library of ECE videos and print materials.
- Educate the public about CDA. Provide news releases and photos of CDAs in action.
- Apply for NAEYC Membership Action Group (MAG) grants and support from community groups.
- Establish a speakers bureau of well-informed, articulate professionals.

III-A-1b. A dynamic relationship with local and statewide media is nurtured by Affiliate Group leaders.

Suggested Strategies

- Establish a process to disseminate information. Appoint a public information chair. Write news releases on data, policies, and issues. Offer photo opportunities at Affiliate Group events and in members' programs.
- Build rapport with the media. Provide accurate, current, succinct information about young children (NAEYC brochures, reports, news releases, PSAs) and a schedule of Affiliate Group events.
- Diversify. Provide material for broadcast on community cable television. Write a regular newspaper column. Take part in talk shows. Write letters to the editor.

III-A-1c. City, county, and state decision makers are kept abreast of trends and issues in early childhood education.

Suggested Strategies

- Invite decision makers to visit high-quality, accredited programs and to talk with families of children enrolled. Promote their visits in the media.

- Regularly contact local, state, and federal decision makers.
  - Send your Affiliate Group newsletter. Distribute *Child Care: Quality Is the Issue.*
  - Call or visit frequently.
- Prepare an official declaration of Week of the Young Child for local or state officials to endorse. Include the values of early childhood education in the document.
- Recognize the contributions of politicians, community leaders, businesses, and groups who work to improve public policies for children and families.

III-A-1d. Sound information about high-quality services for young children is provided to families and the community at large.

Suggested Strategies

- Provide leadership in education reform. Open and contribute to the dialogue regarding appropriate practice.
- Generate enthusiasm for compliance with program standards. Cite the role of licensing in consumer protection and the values of appropriate practice.
- Display brochures, posters, young children's artwork, and other such materials regularly in community places such as libraries, museums, schools, and hospitals.
- Review parenting materials in local parent publications such as PTA newsletters.
- Disseminate information about the diversity of careers and work settings in early childhood education.

Criteria

III-B. Take the lead to stimulate advocacy for high-quality early childhood education among Affiliate Group members, program families, and the public.

III-B-1. The Affiliate Group fosters leadership in public awareness and education, the public policy process, and advocacy.

Indicators of Affiliate Group Success

III-B-1a. An efficient system to spark action within, and respond to, the local, state, and national legislative process, is built and maintained by the Affiliate Group.

Suggested Strategies

- Establish an annual advocacy agenda. Budget expenses: postage, telephone and fax charges, and transportation costs.
- Form an advocacy committee. Apply "Guiding Principles for the Development, Analysis, and Implementation of Early Childhood Legislation."
- Monitor the local and state public policy process, including school board actions, city or county council decisions, and state agency initiatives. Collect relevant data and distribute results.
- Publish "Alerts" on fast-breaking issues. Recommend specific actions.

III-B-1b. Members have ready access to opportunities to further develop their advocacy skills.

Suggested Strategies

- Hold convenient, frequent technical assistance sessions to empower members and families.
- Provide contacts, strategies, tools, and resources (such as *Speaking Out: Early Childhood Advocacy*) to assure effective action. Ask advocates to write letters, call, raise questions, testify.
- Set up a legislative intern program with experienced advocates as mentors.

Criterion

III-B-2. The Affiliate Group's advocacy efforts to improve early childhood education are compatible with the principles of funding and administering high-quality programs.

Indicators of Affiliate Group Success

III-B-2a. Local Affiliate Groups support equitable compensation for early childhood professionals.

Suggested Strategies

- Appoint an Affiliate Group QCA committee.
- Promote NAEYC's "Compensation Guidelines for Early Childhood Professionals."
- Contact the National Center for the Early Childhood Work Force [(202) 737-7700; (800) U-R-WORTHY] for information about participating in the Worthy Wage Campaign.
- Use *Quality Matters: Improving the Professional Development of the Early Childhood Work Force* to guide planning for a Full Cost of Quality campaign.
- Support efforts to finance and improve programs regardless of sponsorship, funding, or structure.

III-B-2b. Members are urged to promote policies and regulations that improve quality, compensation, and affordability.

Suggested Strategies

- Promote public policies that are in accordance with NAEYC's "Compensation Guidelines for Early Childhood Professionals."
- Keep issues such as staff health care, quality improvement funds, fair compensation, reimbursement rates, affordability, and professional qualifications at the forefront of discussions on quality.
- Work closely with state legislators and advocacy groups to upgrade licensing standards to reflect research on and experience with high-quality programs. Refer to *Regulating Child Care Quality: Evidence From NAEYC's Accreditation System.*
- Advocate for regular monitoring of licensing standards and feedback designed to achieve improvements.
- Promote adequate standards for the amount, content, and quality of professional development and experience necessary for early childhood personnel.

Criterion

III-B-3. The Affiliate Group provides leadership to ensure effective advocacy efforts to improve systems that affect the quality of services for young children and their families.

Indicators of Affiliate Group Success

III-B-3a. The Affiliate Group acts as a catalyst to build new or support existing community coalitions of groups and individuals who are committed to high-quality early childhood services.

Suggested Strategies

- Build inclusive advocacy networks with
    - local business
    - state and local agencies
    - public and private schools
    - community organizations
    - allied professions
    - child care R&R
    - recreation departments
    - child/family service agencies
    - municipal and county councils

  to create a vision of a high-quality early childhood system. Develop and implement action steps to achieve the group's mission. Exchange information, generate energy, and act as change agents.
- Contact resource groups such as those listed in the *NAEYC Affiliate Group Handbook* for information and inspiration.

III-B-3b. Affiliate Groups integrate national advocacy campaigns with local and state efforts.

Suggested Strategies

- Be aware of current policy issues, especially those where decisions will be made.
- Act immediately upon receipt of NAEYC's legislative "Alerts."
- Write Affiliate Group position papers that are congruent with NAEYC positions on local or state issues affecting the quality of early childhood education.
- Endorse and promote legislation and policies compatible with NAEYC guidelines and positions. Publicize the Affiliate Group's endorsement and elaborate on reasons.

Appendix

Resource Groups

APPENDIX

378

BEST COPY AVAILABLE

National Membership and Resource Organizations with Major Efforts Related to Child and Family Issues

List current as of December 1998

Administration on Children, Youth and Families Child Care Bureau
330 C Street S.W., Room 2046
Washington, DC 20447

The Child Care Bureau is dedicated to enhancing the quality, affordability, and supply of child care available for all families. The Child Care Bureau administers Federal funds to States, Territories, and Tribes to assist low income families in accessing quality child care for children while parents work or participate in education or training. The Child Care Bureau is part of the Administration on Children, Youth and Families in the United States Department of Health and Human Services.

Telephone: (202) 690-6782
Fax: (202) 690-5600
Web site: http://www.acf.dhhs.gov/programs/ccb

Administration on Children, Youth and Families Head Start Bureau
330 C Street, S.W., Room 2050
Washington, DC 20201

Head Start is a national program which provides comprehensive developmental services for America's low-income, pre-school children ages three to five and social services for their families. Specific services for children focus on education, socio-emotional development, physical and mental health, and nutrition. Head Start began in 1965 in the Office of Economic Opportunity as an innovative way in which to serve children of low-income families and is now administered by the Administration for Children and Families.

Telephone: (202) 205-8347
Fax: (202) 401-5916
Web site: http://www.acf.dhhs.gov/programs/hsb

Alliance of Work/Life Professionals
515 King Street, Suite 420
Alexandria, VA 22314

The Alliance of Work/Life Professionals is a membership organization with the vision of promoting work/family and personal life balance. Through sharing cutting edge thinking, promising practices, and helpful resources AWLP strives both to improve the professionalism of those working in the work/life arena, and to influence the better integration of work and family life.

Telephone: (800) 874-9383

American Academy of Pediatrics Committee on Early Childhood, Adoption and Dependent Care
141 Northwest Point Boulevard
P.O. Box 927
Elk Grove Village, IL 60009-0927

The American Academy of Pediatrics is an organization of 55,000 primary care pediatricians, pediatric medical subspecialists and pediatric surgical specialists dedicated to the health, safety and well-being of infants, children, adolescents and young adults. The Committee on Early Childhood, Adoption, and Dependent Care is concerned with health goals for infants and young children in situations within and outside of the home and develops guidelines for their care in various settings. It also studies and makes recommendations for the improvement of the quality and quantity of parenting. The Committee develops the *Health in Day Care* manual, the *Adoption of Children* manual, and the *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* manual.

Telephone: (847) 228-5005
Fax: (847) 228-5097
Web site: http://www.aap.org

ACCESS—American Associate Degree Early Childhood Educators
c/o Ruth Ann Ball, Current President
University of Oklahoma
Center of Early Childhood Professional Development
1901 North Moore Ave
Moore, OK 73160

ACCESS is a national professional network of early childhood educators in associate degree programs at community, technical, junior, and upper-division colleges.

Telephone: (405) 799-6383
Fax: (405) 799-7634
Web site: http://www.accessece.org

American Educational Research Association
Early Education & Child Development Special Interest Group
c/o Doris Fromberg
113 Hofstra University
Hempstead, NY 11549

The purpose of the Early Education & Child Development SIG is to focus especially on research that has implications for transforming the practice of early education and care, also, policy, child development, and the education of adults who work with young children.

Telephone: (516) 482-2498
Fax: (516) 463-6503

American Federation of Teachers
555 New Jersey Avenue N.W.
Washington, DC 20001

The American Federation of Teachers (AFT) is a union that was founded in 1916 to represent the economic, social and professional interests of classroom teachers. The AFT advocates sound, common-sense K-16 public education policies including high academic and conduct standards for students and greater professionalism in teaching and school support personnel responsibilities.

Telephone: (202) 879-4400
Fax: (202) 879-4537 (educational issues department)
Web site: http://www.aft.org

American Montessori Society
281 Park Avenue, South, 6th Floor
New York, NY 10010

Since its formation in 1960, the American Montessori Society (AMS) has been the mainstay of the Montessori movement in the United States. AMS is dedicated to stimulating the use of the Montessori teaching approach in private and public schools. It has become the collective voice of over 12,000 Montessori certified teachers, schools, administrators, parents of Montessori school children, and interested friends committed to furthering Montessori philosophy and promoting better education for all children.

Telephone: (212) 358-1250
Fax: (212) 358-1256
Web site: http://www.amshq.org

American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242

The American Psychological Association (APA), in Washington, DC, is the largest scientific and professional organization representing psychology in the United States and is the world's largest association of psychologists. APA's membership includes more than 155,000 researchers, educators, clinicians, consultants, and students. APA works to advance psychology as a science, as a profession, and as a means of promoting human welfare. The APA's Presidential Task Force on Violence and the Family was convened to bring psychological research and clinical experience to bear on the troubling problem of violence in the family and to make recommendations for solutions.

Telephone: (202) 336-5500
Fax: (202) 336-6069
Web site: http://www.apa.org

American Public Human Services Association
810 First Street, N.W., Suite 500
Washington, DC 20002

Founded in 1930, the American Public Human Services Association is a nonprofit, bipartisan organization of individuals and agencies concerned with human services. APHSA's members include all state and many territorial human service agencies, more than 1,200 local agencies, and several thousand individuals who work in or otherwise have an interest in human service programs. APHSA educates members of Congress, the media, and the broader public on what is happening in the states concerning welfare, child welfare, health care reform, and other issues involving families and the elderly. The mission of APHSA is to develop, promote, and implement public human service policies that improve the health and well-being of families, children, and adults.

Telephone: (202) 682-0100
Fax: (202) 289-6555
Web site: http://www.aphsa.org

The Arc
500 East Border Street, Suite 300
P. O. Box 1047
Arlington, TX 76010

The Arc (formerly Association for Retarded Citizens of the United States) is the country's largest voluntary organization committed to the welfare of all children and adults with mental retardation and their families. The Arc, with its rich history in advocacy and services, is comprised of individuals with mental retardation, family members, professionals in the field of disability and other concerned citizens. The Arc has adopted various positions on issues that affect people with mental retardation and their families.

Telephone: (800) 433-5255; (817) 261-6003
Fax: (817) 277-3491
Web site: http://www.thearc.org

Association for Childhood Education International
17904 Georgia Avenue, Suite 215
Olney, MD 20832

The Association for Childhood Education International was founded in 1892 as the International Kindergarten Union (IKU) by a group of kindergarten teachers and other interested professionals to gather and disseminate knowledge of the kindergarten movement throughout the world. ACEI is currently the oldest early childhood organization of its kind. More than 100 years later, ACEI focuses on children from infancy to early adolescence. ACEI shares a dual commitment to the fulfillment of every child's potential and to the professional development of teachers with journals, publications, Annual International Conference & Exhibition and Regional workshops.

Telephone: (301) 570-2111; (800) 423-3563
Fax: (301) 570-2212
Web site: http://www.udel.edu/bateman/acei

Association for Library Services to Children
American Library Association
50 E. Huron Street
Chicago, IL 60611

The mission of ALSC is to support the profession of children's librarianship enabling and encouraging its practitioners to provide the best library services to our nation's children. ALSC is dedicated to creating a better future by creating better opportunities for today's children. Through its programs and publications, ALSC provides leadership to the profession and public on behalf of high quality library services which support children in becoming lifelong learners.

Telephone: (312) 944-6780
Fax: (312) 280-3257
Web site: http://www.ala.org/alsc.html

Association for Supervision and Curriculum Development
1730 North Beauregard Street
Alexandria, VA 22311-1714

The Association for Supervision and Curriculum Development (ASCD) is an international, nonprofit, nonpartisan education association committed to the mission of forging covenants in teaching and learning for the success of all learners. Founded in 1943, ASCD provides professional development in curriculum and supervision; initiates and supports activities to provide educational equity for all students; and serves as a world-class leader in education information services.

Telephone: (703) 578-9600; (800) 933-2723
Fax: (703) 575-5400
Web site: http://www.ascd.org

Association of Teacher Educators
1900 Association Drive, Suite ATE
Reston, VA 20191

The Association of Teacher Educators was founded in 1920 and is the only national, individual membership organization devoted solely to the improvement of teacher education for both school and campus-based teacher educators. ATE members represent over 650 colleges and universities, 500 major school systems, and the majority of the state departments of education. The ATE office is located in the Washington, DC area where it represents its members' interests before governmental agencies and educational organizations.

Telephone: (703) 620-3110
Fax: (703) 620-9530
Web site: http://www.sui.edu/departments/coe/ate

Association Montessori International/USA
410 Alexander Street
Rochester, NY 14607-1028

AMI/USA functions as the branch office to the Association Montessori International, the source of authentic, complete Montessori training, and as a center for continuing research and development.

Telephone: (716) 461-5920
Fax: (716) 461-0075
Web site: http://www.ami.edu

Center for Career Development in Early Care and Education at Wheelock College
200 The Riverway
Boston, MA 02215

In 1991, The Center for Career Development in Early Care and Education at Wheelock College was founded to improve the quality of early care and education for children by creating a viable career development system for early childhood practitioners; and promote the definition of early care and education both as a professional field and as a field of study. Addressing the need for change in both policy and practice, The Center's technical assistance, training delivery, research, and information dissemination activities are designed to help states, local communities, and higher education institutions bring about systemic change to replace the currently fragmented training system with one which meets the needs of families, children, and the field.

Telephone: (617) 734-5200, ext. 211
Fax: (617) 738-0643
Web site: http://ericps.ed.uiuc.edu/ccdece/ccdece.html

Center for the Child Care Workforce

733 15th Street, N.W., Suite 1037
Washington, DC 20005

The Center for the Child Care Workforce is a nonprofit research, education and advocacy organization committed to improving child care quality by upgrading the compensation, working conditions and training of child care teachers and family child care providers. CCW coordinates two major efforts to promote leadership and career advancement for teachers and providers; the Worthy Wage Campaign and the Early Childhood Mentoring Alliance.

Telephone: (202) 737-7700
Fax: (202) 737-0370
Web site: http://www.ccw.org

Center for Early Childhood Leadership

1000 Capitol Drive
Wheeling, Illinois 60090 -7201

Founded in 1985, the Center for Early Childhood Leadership is dedicated to enhancing the management skills, professional orientation, and leadership capacity of early childhood educators. The Center's activities encompass four areas: training to improve the knowledge base, skills, and competencies of directors who administer early childhood programs; technical assistance to improve program quality; research on key professional development issues; and public awareness of the critical role that early childhood directors play in the provision of quality services for children and families.

Telephone: (800) 443-5522, ext. 5252
Fax: (847) 465-5617
Web site: http://www.nl.edu/cecl

Center for Media Education

2120 L Street, NW, Suite 200
Washington, DC 20037

The Center for Media Education (CME) is a national non-profit organization dedicated to improving the quality of electronic media, especially on the behalf of children and families.

Telephone: (202) 331-7833
Fax: (202) 331-7841
Web site: http://www.cme.org

Child Care Action Campaign

330 7th Ave., 17th Floor
New York, NY 10001

The Child Care Action Campaign which is a national coalition of individuals and organizations, provides information about the child care needs of families and children to parents, business leaders, and policy makers. It also advocates investment of resources by employers to improve community child care.

Telephone: (212) 239-0138
Fax: (212) 268-6515w
Web site: http://www.usakids.org/sites/ccac.html

Child Care in Health Care

c/o Diane Schultz, Current President
Bryan Memorial Hospital
Child Development Center
1600 S. 48th St
Lincoln, NE 68506

Child Care in Health Care supports existing hospital child care programs and promotes the establishment, development and expansion of medical affiliated child care programs. Child Care in Health Care supports accreditation for these programs and provides a quality assurance model for corporate child care.

Telephone: (402) 483-8624

Child Care Law Center

973 Market Street, Suite 550
San Francisco, CA 94103

The Child Care Law Center (CCLC) is a national nonprofit legal services organization founded in 1978. CCLC's primary objective is to use legal tools to foster the development of high quality, affordable child care - for every child, every parent, every community. CCLC works to expand child care options, particularly for low income families, and to ensure that children are safe and nurtured in care outside the home.

Telephone: (415) 495-5498
Fax: (415) 495-6734
Web site: http://www.childcarelaw.com

Child Welfare League of America

440 First Street, N.W., Suite 310
Washington, DC 20001

CWLA is an association of almost 1,000 public and private nonprofit agencies that assist over 2.5 million abused and neglected children and their families each year with a wide range of services.

Telephone: (202) 638-2952
Fax: (202) 638-4004
Web site: http://www.cwla.org

Children's Defense Fund
25 E Street, N.W.
Washington, DC 20001

CDF exists to provide a strong and effective voice for all the children of America, who cannot vote, lobby, or speak out for themselves. Particular attention is paid to the needs of poor, minority, and disabled children. CDF believes that no child should be left behind and that every child needs and deserves a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life.

Telephone: (202) 628-8787
Fax: (202) 662-3510
Web site: http://www.childrensdefense.org

The Children's Foundation
725 15th Street, N.W., Suite 505
Washington, DC 20005-2109

The Children's Foundation (CF), a private, national, educational, non-profit organization strives to improve the lives of children and those who care for them. CF's mission is to provide a voice for caregivers, children and their families on issues of critical concern. Through the National Child Care Advocacy Program and National Child Support Program, CF conducts research and provides information and training on child nutrition programs; quality child care; leadership development; health care; welfare-to-work programs; and enforcement of court-ordered child support.

Telephone: (202) 347-3300
Fax: (202) 347-3382
Web site: http://www.childrensfoundation.net

Coalition for America's Children
1634 Eye Street, N.W., 12th Floor
Washington, DC 20006

The Coalition for America's Children is an alliance of national, state, and local nonprofit organizations working to call attention to the serious obstacles impeding children's well-being and to boost children's concerns to the top of the public policy agenda.

Telephone: (202) 638-5770
Fax: (202) 638-5771
Web site: http://www.usakids.org

Concerned Educators Allied for a Safe Environment
17 Gerry Street
Cambridge, MA 02138

CEASE is a national network of parents, teachers and other advocates of young children who have a special interest in creating a safe world for children. CEASE is concerned about the dangers of violence, pollution, nuclear power and nuclear war, as well as the fact that the world's military budget drains needed resources from programs which help young children and their families.

Telephone: (617) 864-0999
Fax: (617) 864-0999

Council for Early Childhood Professional Recognition
2460 16th Street, NW
Washington, DC 20009-3575

Founded in 1985, the Council for Early Childhood Professional Recognition (the Council) is a nonprofit corporation in Washington, D.C. The Council's mission is to increase the status and recognition of early care and education professionals who care for children from birth through 5 years of age in child care centers, family child care homes, and as home visitors. Currently, the Council is the home of the: Child Development Associate (CDA) National Credentialing Program; CDA Professional Preparation Program (CDA P3); ReggioChildren/USA; National Head Start Fellowships Program; and the Army School-Age Credentialing Program.

Telephone: (202) 265-9090; (800) 424-4310
Fax: (202) 265-9161
Web site: http://www.cdacouncil.org

Council of Chief State School Officers
1 Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001-1431

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major educational issues and expresses their view to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Telephone: (202) 408-5505
Fax: (202) 408-8072
Web site: http://www.ccsso.org

The Division for Early Childhood
of the Council for Exceptional Children
1444 Wazee Street, Suite 230
Denver, CO 80202

The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) advocates for individuals who work with or on behalf of children with special needs, birth through age eight, and their families. Founded in 1973, the Division is dedicated to promoting policies and practices that support families and enhance the optimal development of children. Children with special needs include those who have disabilities, developmental delays, are gifted/talented, and are at risk of future developmental problems.

Telephone: (303) 620-4579
Fax: (303) 620-4588
Web site: http://www.dec-sped.org

Ecumenical Child Care Network
8765 W. Higgins Road, Suite 405
Chicago, IL 60631

ECCN is an interfaith organization whose members work on behalf of children and caregivers in congregation related weekday programs. ECCN works closely with NAEYC and other colleague organizations to promote high quality, equitable early childhood education and care. ECCN is especially committed to helping create anti-bias, multicultural environments for children in our nation's churches, synagogues and mosques.

Telephone: (773) 693-4040
Fax: (773) 693-4042
e-mail: eccn@juno.com

ERIC Clearinghouse on Elementary and Early Childhood Education
Children's Research Center
51 Gerty Drive
Champaign, IL 61820

The Educational Resources Information Center (ERIC) is a national information system designed to provide ready access to an extensive body of education-related literature. The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) is one of 16 clearinghouses in the ERIC system. ERIC clearinghouses identify and select documents and journal articles, and then prepare entries describing the documents and articles to be incorporated in the ERIC database. Clearinghouses also publish digests, monographs, and other publications; answer questions; disseminate information on the Internet; and represent ERIC at conferences and workshops. ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life.

Telephone: (217) 333-1386, 800-583-4135
Fax: (217) 333-3767
Web site: http://ericeece.org

FairTest
National Center for Fair and Open Testing
342 Broadway
Cambridge, MA 02139

The National Center for Fair & Open Testing (FairTest) is an advocacy organization working to end the abuses, misuses and flaws of standardized testing and ensure that evaluation of students and workers is fair, open, and educationally sound.

Telephone: (617) 864-4810
Fax: (617) 497-2224
Web site: http://www.fairtest.org

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001

The Families and Work Institute is a non-profit organization that addresses the changing nature of work and family life. FWI is committed to finding research-based strategies that foster mutually supportive connections among workplaces, families, and communities. They: Identify emerging work-life issues, considering the entire life cycle—from prenatal and child care to elder care—and all levels of employees, from managers to assembly-line workers at all types of organizations. FWI benchmarks solutions to work-life problems across all sectors of society; and serves as a broker to build connections among these sectors; and evaluates the impact of solutions on employees, their families, their communities, and on the productivity of employers.

Telephone: (212) 465-2044
Fax: (212) 465-8637
Web site: http://www.familiesandwork.org

Family Resource Coalition of America
20 North Wacker Drive, Suite 1100
Chicago, IL 60606

Family Resource Coalition of America (FRCA) works to bring about a completely new societal response to children, youth, and their families: one that strengthens and empowers families and communities so that they can foster the optimal development of children, youth, and families and solve problems by preventing them. FRCA envisions a society in which everyone—families, communities, government, social service institutions, businesses—work together to provide healthy, safe environments for children and families to live and work.

Telephone: (312) 338-0900
Fax: (312) 338-1522
e-mail: frca@frca.org
Web site: http://www.frca.org

The Finance Project
1000 Vermont Avenue NW, Suite 600
Washington, DC 20005

The Finance Project is a national initiative to improve the effectiveness, efficiency, and equity of public- and private-sector financing for education, other children's services, and community building and development. With leadership and support from a consortium of private foundations, The Finance Project was established in 1994 as an independent, nonprofit organization. It undertakes an ambitious array of policy research and development activities, policy maker forums and public education activities, as well as support and technical assistance activities.

Telephone: (202) 628-4200
Fax: (202) 628-4205
Web site: http://www.financeproject.org

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48198

High/Scope Foundation, an independent nonprofit research, development, training, and public advocacy organization, was founded in 1970. The Foundation's principal goals are to promote the learning and development of children worldwide from infancy through adolescence and to support and train educators and parents as they help children learn. In a High/Scope program, students learn through active involvement with people, materials, events, and ideas.

Telephone: (734) 485-2000
Fax: (734) 485-0704
Web site: http://www.highscope.org

International Play Association
c/o Rhonda Clements
Graduate Physical Education
240 Hofstra University
Hempstead, NY 11548

The purpose of IPA/USA is to protect, preserve, and promote play as a fundamental right for all humans. IPA/USA is the national affiliate of IPA, an international non-governmental organization, founded in Denmark in 1961. It is interdisciplinary and embraces in membership persons of all professions working for or with children who endorse the United Nations' Declaration of the Rights of the Child (1959), especially Article 7, paragraph 3. Specific interests include environments for play emphasizing universal access, leisure time facilities, programs that develop the whole child, play leadership training, toys and play materials.

Telephone: (516) 463-5176
Fax: (516) 463-4810
Web site: http://www.ipausa.org

International Reading Association
800 Barksdale Road
PO Box 8139
Newark, DE 19714

The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques; serving as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; and actively encouraging the lifetime reading habit.

Telephone: (302) 731-1600
Fax: (302) 731-1057
Web site: http://www.reading.org

Kiwanis International
Program Development Department
3636 Woodview Trace
Indianapolis, IN 46268

Kiwanis is an organization devoted to the principle of service; to the advancement of individual, community, and national welfare; and to the strengthening of international goodwill. Kiwanis membership spans the globe, with more than 300,000 members in more than 8,000 clubs in 82 countries, giving $70 million and 7 million volunteer hours for community service each year. Young Children: Priority One is the ongoing service program of Kiwanis International, addressing the needs of children prenatal through age five. All clubs are urged to carry out at least two projects each year—one addressing a local children's need and one supporting the Worldwide Service Project to eliminate iodine deficiency disorders.

Telephone: (317) 875-8755
Fax: (317) 879-0204
Web site: http://www.kiwanis.org

National Association for Bilingual Education
1220 L Street, N.W., Suite 605
Washington, DC 20005-4018

The National Association for Bilingual Education is a national membership organization founded in 1975 to address the educational needs of language-minority students in the U.S. and to advance the language competencies and multicultural understanding of all Americans. NABE is both a professional and advocacy association. Its members include educators, parents, community members and leaders of community, governmental, and business organizations. Through research, professional development, public education, and legislative advocacy, NABE pursues the implementation of educational policies and practices which ensure equality of educational opportunity for the increasingly diverse students of America and advance U.S. interests in an era of global interdependence and competition.

Telephone: (202) 898-1829
Fax: (202) 789-2866
Web site: http://www.nabe.org

National Association for Family Child Care
206 6th Avenue, Suite 900
Des Moines, IA 50309-4018

The focus of NAFCC is to provide technical assistance to family child care associations. This assistance is provided through developing leadership and professionalism, addressing issues of diversity, and by promoting quality and professionalism through NAFCC's Family Child Care Accreditation.

Telephone: (800) 359-3817; (515) 282-8192
Fax: (515) 282-9117
Web site: http://www.nafcc.org

National Association for Multicultural Education
1511 K Street, NW, Suite 430
Washington, DC 20005

The National Association for Multicultural Education (NAME) was founded in 1990 to bring together individuals from all academic levels and disciplines and from diverse educational institutions, and other organizations, occupations and communities who had an interest in multicultural education. NAME is committed to a philosophy of inclusion that embraces the basic tenets of democracy and cultural pluralism.

Telephone: (202) 628-6263
Fax: (202) 628-6264
Web site: http://www.inform.umd.edu/CampusInfo/
Committees/Assoc/NAME

National Association for Regulatory Administration
905 Schoolhouse Lane
Dover, DE 19904

NARA's purpose is to promote excellence in human care and service regulation through leadership, education, collaboration, and service. NARA is dedicated to efforts to safeguard children and vulnerable adults in day and residential care settings across the United States and Canada. NARA welcomes into its membership human service regulatory professionals, human service providers, universities, allied professions from the health, safety and legal disciplines, consumers, and all others who share the vision: Consumer Protection Through Prevention.

Telephone: (302) 678-4775
Fax: (302) 678-4781
Web site: http://www.nara-licensing.org

National Association of Child Advocates
1522 K Street, N.W. Suite 600
Washington, DC 20005

The National Association of Child Advocates (NACA) is the only national organization wholly devoted to the creation and sustenance of state- and community-based child advocacy organizations. Founded in 1984, NACA is the collective voice of child advocacy organizations working on the front lines to ensure the safety, security, health and education of America's children.

Telephone: (202) 289-0777
Fax: (202) 289-0776
Web site: http://www.childadvocacy.org

National Association of Child Care Resource and Referral Agencies
1319 F Street, N.W. Suite 810
Washington, DC 20004

NACCRRA's mission is to promote the growth and development of quality resource and referral services and to exercise leadership in building a diverse, high quality child care system with parental choice and equal access for all families. Quality, safe and stable child care is essential to this nation's workforce and is the foundation of a child's success.

Telephone: (202) 393-5501
Fax: (202) 393-1109
Web site://www.naccrra.net

National Association of Early Childhood Specialists in State Departments of Education
c/o Jim Squires, Current President
Vermont Department of Education
120 State Street
Montpelier, VT 05620

NAECS/SDE (National Association of Early Childhood Specialists in State Departments of Education) is a national organization for state education agency staff members with major responsibilities in the field of early childhood education. The Association promotes quality services to young children and their families through improvement of instruction, curriculum, and administration of programs. Members of the Association have an opportunity to share ideas and to work together toward the solution of common problems.

Telephone: (802) 828-3892
Fax: (802) 828-3146
Web site: http://ericps.crc.uiuc.edu/naecs

National Association of Early Childhood Teacher Educators
c/o Joan Herwig, Current President
Iowa State University
212 Child Development
Ames, IA 50011-3040

The purpose of NAECTE is to promote the professional growth of its membership, to discuss the educational issues that are specific to its membership, and to advocate for improvements in early childhood teacher education.

Telephone: (515) 294-6230
Fax: (515) 294-1765
Web site: http://www.ceemast.csupomona.edu/naecte

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314

Since its beginning, NAESP has been dedicated to ensuring that all children get the best education possible. NAESP serves the professional interest of elementary and middle school principals, and promotes the highest professional standards. Today, NAESP provides a peer network of more than 27,000 principals worldwide. NAESP offers extensive support, expert counsel, and proven solutions for the needs, concerns, and problems of Pre-K-8 school leaders.

Telephone: (703) 684-3345; (800) 386-2377
Fax: (703) 548-6021
Web site: http://www.naesp.org

National Association of Pediatric Nurse Associates & Practitioners
1101 Kings Highway, North, Suite 206
Cherry Hill, NJ 08034

NAPNAP was founded in 1973 and is devoted to improving the quality of infant and child health care. The pediatric nurse practitioner provides an advanced level of care to children and their families, including: counseling on normal development and behavioral problems, the prevention of illness and preventable injuries, and care of children with acute or chronic conditions. NAPNAP promotes high standards of child health care through education, research, and legislative action involving over 5,500 members in 47 chapters across the country.

Telephone: (609) 667-1773
Fax: (609) 667-7187
Web site: http://www.napnap.org

National Association of School Psychologists
4340 East-West Highway, Suite 402
Bethesda, MD 20814

The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

Telephone: (301) 657-0270
Fax: (301) 657-0275
Web site://www.naspweb.org

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314

The National Association of State Boards of Education (NASBE) is a non-profit, private association that represents state and territorial boards of education. NASBE's principal objectives include strengthening state leadership in educational policymaking; promoting excellence in the education of all students; advocating equality of access to educational opportunity; and assuring continued citizen support for public education.

Telephone: (703) 684-4000
Fax: (703) 836-2313
Web site: http://www.nasbe.org

National Association of State Directors of Special Education
1800 Diagonal Road Suite 320
Alexandria, VA 22314

NASDSE is a not-for-profit corporation founded in 1938 for the purpose of promoting and supporting education programs for students with disabilities in the United States and outlying areas. NASDSE operates for the purpose of providing services to State agencies to facilitate their efforts to maximize educational outcomes for individuals with disabilities.

Telephone: (703) 519-3800
Fax: (703) 519-3808
Web site: http://www.lrp.com/lrpnet/inasdse.htm

National Black Child Development Institute
1023 15th Street, N.W., Suite 600
Washington, DC 20005

NBCDI is dedicated to improving the quality of life for African American children and youth. Since 1970, the national nonprofit organization has provided and supported programs, workshops, and resources for African American children, their parents, and communities in: child care, health care, education, and child welfare.

Telephone: (202) 387-1281
Fax: (202) 234-1738
Web site: http://www.nbcdi.org
e-mail: moreinfo@nbcdi.org

National Board for Professional Teaching Standards
1730 Rhode Island Avenue, N.W. Suite 909
Washington, DC 20036

NBPTS establishes high and rigorous standards for what teachers should know and be able to do; develops and operates a national voluntary system to assess and certify teachers who meet these standards; and, advances related education reforms for the purpose of improving student learning in American schools.

Telephone: (202) 463-3980
Fax: (202) 463-3008
Web site: http://www.nbpts.org

National Center for Children in Poverty
Columbia University School of Public Health
154 Haven Street
New York, NY 10032

The National Center for Children in Poverty focuses on three enduring and interdependent sets of mission-driven activities: 1) Defining the nature, scope, and impact of young child poverty; 2) Identifying and evaluating strategies to improve the lives of young children in poverty and to reduce the young child poverty rate; and 3) Communicating facts about young child poverty and promoting strategies to reduce the young child poverty rate and help children overcome the risks associated with poverty.

Telephone: (212) 304-7100
Fax: (212) 544-4200
Web site: http://cpmcnet.cpmc.columbia.edu/dept/nccp

National Center for Learning Disabilities
381 Park Avenue South, Suite 1401
New York, NY 10016

The National Center for Learning Disabilities (NCLD), a leading national, not-for-profit, voluntary organization, is dedicated to improving the lives of the millions of Americans affected by learning disabilities. NCLD provides services and programs nationwide, benefiting children and adults, their families, teachers and other professionals. NCLD's mission is to promote public awareness and understanding of, and provide national leadership on behalf of, children and adults with learning disabilities so they may achieve their potential and enjoy full participation in society.

Telephone: (212) 545-7510
Fax: (212) 545-9665
Web site: http://www.ncld.org

National Child Care Association
1016 Rosser Street
Conyers, GA 30012

The National Child Care Association is a professional trade association focusing on the needs of licensed, private childhood care and education programs. As an alliance of care and education professionals and owners, NCCA holds a singular position in the United States as the only organization representing the specific interests of the licensed, private childhood care and education community.

Telephone: (770) 922-8198; (800) 543-7161
Fax: (770) 388-7772
Web site: http://www.nccanet.org

National Child Care Information Center
243 Church Street, NW, 2nd Floor
Vienna, VA 22180

The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families.

Telephone: 800-616-2242
Fax: 800-716-2242
Web site: http://nccic.org

National Clearinghouse for the Military Child Development Program
Office of Family Policy
4015 Wilson Boulevard, Suite 917
Arlington, VA 22203

To help build military and civilian child care partnerships, the Department of Defense (DoD) has created a National Clearinghouse for the Military Child Development Program. The clearinghouse offers a wealth of information, including: an extensive bibliography of military-developed materials addressing training, facility design, policy, financing, accreditation, child abuse prevention and partnering; a directory of military child development programs, locations and points of contact to foster interaction with local military programs and caregivers; an early childhood specialist to help clearinghouse clients find documents and suggest areas where DoD can help; and a roster of DoD child development professionals who are trained to speak on a broad range of child care issues.

Telephone: (888) 237-3040
Fax: (703) 356-7183
http://dticaw.dtic.mil/milchild/clearing.html

National Coalition for Campus Children's Centers

122 South Michigan Avenue, Suite 1100
Chicago, IL 60603

The National Coalition for Campus Children's Centers (NCCCC) is a nonprofit educational membership organization. NCCCC supports research and activities affecting college and university early childhood education and service settings, family and work issues, and the field of early childhood education in general. NCCCC expresses this mission through its newsletters, publications, conferences, and grants.

Telephone: (312) 431-0013; 800-813-8207
Fax: (312) 431-8697
Web site: http://ericps.ed.uiuc.edu/n4c/n4chome.html

National Coalition for Parent Involvement in Education

1201 16th Street, N.W., Box 39
Washington, DC 20036

NCPIE is dedicated to developing effective family/school partnerships in schools throughout America. NCPIE's mission is to advocate for the involvement of parents and families in their children's education and to foster relationships between home, school, and community that can enhance the education of all the nation's young people.

Telephone: (703) 359-8973
Fax: (703) 359-0972
Web site: http://www.ncpie.org

National Committee to Prevent Child Abuse

200 South Michigan Avenue, 17th Floor
Chicago, IL 60604

Since its establishment in 1972, the National Committee to Prevent Child Abuse (NCPCA) has been dedicated to making the health and well-being of children a top priority for everyone. NCPCA's programs, research, media campaigns, and activities at the state and local levels have provided leadership to child abuse prevention efforts nationwide. Their Healthy Family America program assists parents by assessing the needs of families prenatally or immediately after the birth of a baby and offering, on a voluntary basis, the services of a home visitor. The home visitors work with families to identify strengths and specific needs, link them to health and social services, and provide family support and parenting education.

Telephone: (312) 663-3520
Fax: (312) 939-8962
Web site: http://www.childabuse.org

National Council for Accreditation of Teacher Education

2010 Massachusetts Avenue, N.W., Suite 500
Washington, DC 20036-1023

NCATE is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE is a coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers. All are committed to quality teaching, and together, the coalition represents over 3 million individuals.

Telephone: (202) 466-7496
Fax: (202) 296-6620
Web site: http://www.ncate.org

National Education Association

1201 16th Street, N.W.
Washington, DC 20036

NEA is America's oldest and largest organization committed to advancing the cause of public education. Founded in 1857 in Philadelphia and now headquartered in Washington, D.C., NEA proudly claims over 2.3 million members who work at every level of education, from pre-school to university graduate programs. NEA has affiliates in every state as well as in over 13,000 local communities across the United States.

Telephone: (202) 833-4000
Fax: (202) 822-7482
Web site: http://www.nea.org

National Education Goals Panel

1255 22nd Street, NW, Suite 502
Washington, DC 20037

The National Education Goals Panel is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform including: Reporting on national and state progress toward the Goals over a 10-year period; Working to establish a system of high academic standards and assessments; Identifying actions for federal, state, and local governments to take; and Building a nationwide, bipartisan consensus to achieve the Goals.

Fax: (202) 632-0957 or (202) 632-1032
Web site: http://www.negp.gov

National Governors' Association
444 North Capitol Street, Suite 267
Washington, DC 20001

NGA is the only bipartisan national organization of, by, and for the nation's Governors. Its members are the Governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands. Through NGA, the Governors identify priority issues and deal collectively with issues of public policy and governance at both the national and state levels. The association's mission is to provide a forum for Governors to exchange views and experiences among themselves; assistance in solving state focused problems; information on state innovations and practices; and a bipartisan forum for Governors to establish, influence, and implement policy on national issues.

Telephone: (202) 624-5300
Fax: (202) 624-5313
Web site: http://www.nga.org

National Head Start Association
1651 Prince Street
Alexandria, VA 22314

The National Head Start Association (NHSA) is a private not-for profit membership organization representing the 750,000 children, 139,000 staff and 2,051 Head Start programs in America. NHSA provides a national forum for the continued enhancement of Head Start services for poor children ages zero to five, and their families. It is the only national organization dedicated exclusively to the concerns of the Head Start community.

Telephone: (703) 739-0875
Fax: (703) 739-0878
Web site: http://www.nhsa.org

National Indian Child Care Association
279 East 137th Street
Glenpool, OK 74033

The National Indian Child Care Association (NICCA) seeks to maintain an effective and efficient organization which advocates for quality child care provisions for Native American children. NICCA also provides statistical data and technical assistance to help tribes comply with federal regulations regarding tribal child care. NICCA is comprised of tribal CCDBG grantees and other interested associate members. Decisions regarding issues that affect tribal child care programs are discussed and voted on by the full tribal membership.

Telephone: (918) 758-1498
Fax: (918) 758-1463
e-mail: jlw@ionet.net

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013

NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. NICHCY's special focus is children and youth (birth to age 22).

Telephone: (202) 884-8200; (800) 695-0285
Fax: (202) 884-8441
Web site: http://www.nichcy.org
e-mail: nichcy@aed.org

National Institute on Early Childhood Development and Education
555 New Jersey Ave, NW
Washington, DC 20208

The National Institute on Early Childhood Development and Education (ECI) is funded by the Office of Educational Research and Improvement at the U.S. Department of Education. ECI is committed to improving the development and learning of young children from birth to age eight. The Institute sponsors comprehensive and challenging research that investigates the most effective strategies and practices which: make transitions for young children as smooth and supportive as possible; empower families; enhance the healthy development of young children, particularly during critical transition periods from infant to toddler, toddler to preschooler, and preschooler to early elementary school student; encourage collaboration at all levels -- families, educators, communities, and policy makers; and promote the development of a competent, well prepared early childhood workforce.

Telephone: (202) 219-1935
Fax: (202) 273-4768
Web site: http://www.ed.gov/offices/OERI/ECI

National Latino Children's Institute
1412 West Sixth Street
Austin, TX 78703

The National Latino Children's Institute's (NLCI) mission is to promote and implement the National Latino Children's Agenda, a statement of principles essential for the healthy and complete development of Latino children. The Agenda has been endorsed by thousands of organizations and individuals from throughout the nation.

Telephone: (512) 472-9971
Fax: (512) 472-5845
Web site: http://www.nlci.org

National League of Cities

1301 Pennsylvania Avenue, N.W., 5th Floor
Washington, DC 20004

The National League of Cities (NLC) represents 1,500 cities directly and 18,000 cities and towns through 49 state municipal leagues. NLC serves as an advocate for its members in Washington; provides training and technical assistance to municipal officials; and undertakes research, policy analysis, and public outreach on issues of importance to the nation's cities. Special attention to children and family issues is provided through policy development by the local elected officials who serve on NLC's Human Development Committee and through the leadership mobilization activities of NLC's program on Children and Families in Cities.

Telephone: (202) 626-3000
Fax: (202) 626-3043
Web site: http://www.nlc.org

National Organization of Child Development Laboratory Schools

c/o Brent McBride, Current President
Laboratory School
University of Illinois
1105 W. Nevada Street
Urbana, IL 61801

The National Organization of Child Development Laboratory Schools (NOCDLS) was created in order to support and encourage a network system among professionals working in lab schools on college and university campuses.

Telephone: (217) 333-0971
Fax: (217) 333-9061
Web site: http://cdl.uiuc.edu/nocdls/nocdls.html

National Parent Teacher Association

330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690

National PTA is the largest volunteer child advocacy organization in the United States. A not-for-profit organization of parents, educators, students, and other citizens active in their schools and communities. PTA is a leader in reminding our nation of its obligations to children. Membership in National PTA is open to anyone who is concerned with the education, health, and welfare of children and youth.

Telephone: (312) 670-6782; (800) 307-4782
Fax: (312) 670-6783
Web site: http://www.pta.org

National Program for Playground Safety

School of HPELS
University of Northern Iowa
Cedar Falls, IA 50614-0618

To address the growing concern for playground safety, the National Program for Playground Safety (NPPS) was established in 1995 through a grant from the Centers for Disease Control and Prevention. Located at the University of Northern Iowa, NPPS serves as a public resource for the latest in information on playground safety and injury prevention. NPPS hopes to reduce playground injuries and save lives by increasing public awareness.

Telephone: (319) 273-2416; (800) 554-7529
Fax: (319) 273-7308
Web site: http://www.uni.edu/playground

National Resource Center for Health and Safety in Child Care

NRC for Health and Safety in Child Care
UCHSC School of Nursing, C-287
4200 E. 9th Avenue
Denver, CO 80262

The National Resource Center is located at the University of Colorado Health Sciences Center in Denver, Colorado, and is funded by the Maternal and Child Health Bureau, U.S. Department of Health & Human Services, HRSA. NRC's primary mission is to promote health and safety in out-of-home child care settings throughout the nation.

Telephone: (800) 598-5437
Fax: (303) 315-5215
Web site: http://nrc.uchsc.edu

National SAFE KIDS Campaign

1301 Pennsylvania Avenue, N.W., Suite 1000
Washington, DC 20004-1707

The National SAFE KIDS Campaign is the first and only national organization dedicated solely to the prevention of unintentional childhood injury—the number one killer of children ages 14 and under. More than 200 state and local SAFE KIDS Coalitions in all 50 states, the District of Columbia and Puerto Rico comprise the Campaign.

Telephone: (202) 662-0600
Fax: (202) 393-2072
Web site: http://www.safekids.org

National School-Age Care Alliance
1137 Washington Street
Boston, MA 02124

The National School Age Care Alliance (NSACA) is a national membership organization whose mission is to support quality programs for school-age children and youth in their out-of-school hours. Established in 1987, NSACA provides an umbrella organization to link people who work with school-age children and youth in a wide variety of agencies and settings. NSACA administers a School Age Program Improvement and Accreditation System.

Telephone: (617) 298-5012
Fax: (617) 298-5022
Web site: http://www.nsaca.org

National Women's Law Center
11 Dupont Circle, Suite 800
Washington, DC 20036

The NWLC's overall goals are to advance women's rights and opportunities. Through research, advocacy, litigation, and public education, the organization works to ensure that the law better suits the needs and concerns of women.

Telephone: (202) 588-5180
Fax: (202) 588-5185

OMEP - U.S. National Committee A Unit of World Organization for Early Childhood Education
c/o Jerry Aldridge, Current President
717-D Raleigh Court
Homewood, AL 35209

OMEP's objective is to use every possible means to promote the optimum conditions for the well-being of all children, their development and happiness within their families, institutions, and society. To this end, OMEP assists any undertaking to improve early childhood education, and supports scientific research that can influence these conditions. The USNC also works to educate its members and the public about issues relating to young children throughout the world.

Telephone: (205) 934-6100
Fax: (205) 934-4792
Web site: http://omep-us.crc.uiuc.edu

Southern Early Childhood Association
7107 West 12th St, Suite 102
Little Rock, AR 72204

For almost 50 years, the Southern Early Childhood Association has brought together preschool, kindergarten, and primary teachers and administrators, caregivers, program directors, and individuals working with and for families, to promote quality care and education for young children. Over 21,000 individuals working in every aspect of child care and early childhood belong to SECA. They share ideas in local, state-level and regional meetings, in professional development institutes, and through the association's publications and resources.

Telephone: (501) 663-0353; (800) 305-7322
Fax: (501) 663-2114
e-mail: seca@aristotle.net
Web site: http://www.seca50.org

Stand for Children
1834 Connecticut Avenue, NW
Washington, DC 20009

Stand For Children is a national organization that encourages individuals to improve children's lives. Stand's mission is to identify, train, and connect local children's activists engaging in advocacy, awareness-raising, and service initiatives on an ongoing basis as part of Stand For Children Chapters. Stand For Children is a movement in its mission -- a movement to Leave No Child Behind and to give every child a Healthy Start, Head Start, Safe Start, Fair Start, and Moral Start in life.

Telephone: (800) 663-4032
Fax: (202) 234-0217
Web site: http://www.stand.org

United States Association for Child Care
2104 E. 18th Street
Kansas City, MO 64127

USA Child Care is a professional organization whose Board of Directors is composed entirely of direct service child care providers. Through public campaigns such as Kids Rate, USA Child Care promotes what's best for children and families by promoting the best ways to improve our nation's child care system.

Telephone: (816) 474-0434
Fax: (816) 555-1212
Web site: http://www.usachildcare.org

YMCA of the USA
101 North Wacker Drive
Chicago, IL 60606

Local YMCAs collectively are the country's largest community service organization, providing values-based experiences that nurture the healthy development of children and teens, support families, and strengthen communities.

Telephone: (312) 977-0031
Fax: (312) 977-9063
Web site: http://www.ymca.net

YWCA of the U.S.A.
Empire State Building, Suite 301
350 Fifth Avenue
New York, NY 10118

YWCA, the largest and oldest women's membership movement in the United States. The mission of theYWCA is to empower women and girls and to eliminate racism. Operating out of thousands of locations in all 50 states, the YWCA of the USA represents more than 2 million women, girls and their families in the United States. Globally, the YWCA represents more than 25 million women throughout 101 countries. The YWCA's deep commitment to meeting the needs of women providing quality child care goes back to 1864 when a YWCA opened the first day nursery in the United States. Today the YWCA provides child care and school age care for 750,000 children and youth in over 1000 sites in the United States.

Telephone: (212) 273-7800
Fax: (212) 465-2281
Web site: http://www.ywca.org

ZERO TO THREE/National Center for Infants, Toddlers & Families
734 15th Street NW, 10th Floor
Washington, DC 20005

ZERO TO THREE is a national, nonprofit organization located in Washington, D.C., dedicated solely to advancing the healthy development of babies and young children. Founded in 1977 by top developmental experts, ZERO TO THREE disseminates key developmental information, trains providers, promotes model approaches and standards of practice and works to increase public awareness about the significance of the first three years of life.

Telephone: (202) 638-1144
Fax: (202) 638-0851
Web site: http://www.zerotothree.org
e-mail: 0to3@ZeroToThree.org

Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption

Under Section 501(c)(3) of the Internal Revenue Code

Contents:
Form 1023 and
Instructions
Form 872-C

Note: *For the addresses for filing* **Form 1023,** *see* **Form 8718,** *User Fee for Exempt Organization Determination Letter Request.*

For obtaining an employer identification number (EIN), see **Form SS-4,** *Application for Employer Identification Number.*

Package 1023
(Rev. September 1998)

394

Cat. No. 47194L

Department of the Treasury
Internal Revenue Service

Instructions for Form 1023

(Revised September 1998)

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Note: *Retain a copy of the completed Form 1023 in the organization's permanent records. See* ***Public Inspection of Form 1023*** *regarding public inspection of approved applications.*

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

User Fee.—Submit with the Form 1023 application for a determination letter, a **Form 8718,** User Fee for Exempt Organization Determination Letter Request, and the user fee called for in the Form 8718. You may obtain Form 8718, and additional forms and publications, through your local IRS office or by calling 1-800-829-3676 (1-800-TAX-FORM). User fees are subject to change on an annual basis. Therefore, be sure that you use the most current Form 8718.

Helpful information.—For additional information, see:

- **Pub. 557,** Tax-Exempt Status for Your Organization
- **Pub. 598,** Tax on Unrelated Business Income of Exempt Organizations
- **Pub. 578,** Tax Information for Private Foundations and Foundation Managers
- **Internet site,** www.irs.ustreas.gov/bus_info/eo/

Purpose of Form

1. Completed Form 1023 required for section 501(c)(3) exemption.—Unless it meets one of the exceptions in **2** below, any organization formed after October 9, 1969, must file a Form 1023 to qualify as a section 501(c)(3) organization.

The IRS determines if an organization is a private foundation from the information entered on a Form 1023.

2. Organizations not required to file Form 1023.—The following types of organizations may be considered tax-exempt under section 501(c)(3) even if they do not file Form 1023:

1. Churches,
2. Integrated auxiliaries of churches, and conventions or associations of churches, or
3. Any organization that:

(a) Is not a private foundation (as defined in section 509(a)), and

(b) Has gross receipts in each taxable year of normally not more than $5,000.

Even if the above organizations are not required to file Form 1023 to be tax-exempt, these organizations may choose to file Form 1023 in order to receive a determination letter that recognizes their section 501(c)(3) status.

Section 501(c)(3) status provides certain incidental benefits such as:

- Public recognition of tax-exempt status.
- Advance assurance to donors of deductibility of contributions.
- Exemption from certain state taxes.
- Exemption from certain Federal excise taxes.
- Nonprofit mailing privileges, etc.

3. Other organizations.—Section 501(e) and (f) cooperative service organizations, section 501(k) child care organizations, and section 501(n) charitable risk pools use Form 1023 to apply for a determination letter under section 501(c)(3).

4. Group exemption letter.—Generally, Form 1023 is not used to apply for a group exemption letter. See Pub. 557 for information on how to apply for a group exemption letter.

What To File

All applicants must complete pages 1 through 9 of Form 1023. These organizations must also complete the schedules or form indicated:

1.	Churches	Schedule A
2.	Schools	Schedule B
3.	Hospitals and Medical Research	Schedule C
4.	Supporting Organizations (509(a)(3))	Schedule D
5.	Private Operating Foundations	Schedule E
6.	Homes for the Aged or Handicapped	Schedule F
7.	Child Care	Schedule G
8.	Scholarship Benefits or Student Aid	Schedule H
9.	Organizations that have taken over or will take over a "for profit" institution	Schedule I
10.	Organizations requesting an advance ruling in Part III, Line 10	Form 872-C

Attachments.—For any attachments submitted with Form 1023.—

- Show the organization's name, address, and employer identification number (EIN).
- Identify the Part and line item number to which the attachment relates.
- Use 8½ x 11 inch paper for any attachments.
- Include any court decisions, rulings, opinions, etc., that will expedite processing of the application. Generally, attachments in the form of tape recordings are not acceptable unless accompanied by a transcript.

When To File

An organization formed after October 9, 1969, must file Form 1023 to be recognized as an organization described in section 501(c)(3). Generally, if an organization files its application within 15 months after the end of the month in which it was formed, and if the IRS approves the application, the effective date of the organization's section 501(c)(3) status will be the date it was organized.

Generally, if an organization does not file its application (Form 1023) within 15 months after the end of the month in which it was formed, it will not qualify for exempt status during the period before the date of its application. For exceptions and special rules, including automatic extensions in some cases, see Part III of Form 1023.

The date of receipt of the Form 1023 is the date of the U.S. postmark on the cover in which an exemption application is mailed or, if no postmark appears on the cover, the date the application is stamped as received by the IRS.

Private delivery services.—See the instructions for your income tax return for information on certain private delivery services designated by the IRS to meet the "timely mailing as timely filing/paying rule." The private delivery service can tell you how to get written proof of the mailing date.

Caution: *Private delivery services cannot deliver items to P.O. boxes. You must use the U. S. Postal Service to mail any item to an IRS P.O. box address. See the Form 8718 for the P.O. box address as well as the express mail or a delivery service address.*

Where To File

File the completed Form 1023 application, and all required information, with the IRS at the address shown in Form 8718.

The IRS will determine the organization's tax-exempt status and whether any annual returns must be filed.

Signature Requirements

An officer, a trustee who is authorized to sign, or another person authorized by a power of attorney, must sign the Form 1023 application. Attach a power of attorney to the application. You may use **Form 2848,** Power of Attorney and Declaration of Representative, for this purpose.

BEST COPY AVAILABLE

Deductibility of Contributions

Donors can take a charitable contribution deduction if their gift or bequest is made to a section 501(c)(3) organization.

The effective date of an organization's section 501(c)(3) status determines the date that contributions to it are deductible by donors. (See **When To File** on page 1.)

Contributions by U.S. residents to foreign organizations generally are not deductible. Tax treaties between the U.S. and certain foreign countries provide limited exceptions. Foreign organizations (other than those in Canada or Mexico) that claim eligibility to receive contributions deductible by U.S. residents must attach an English copy of the U.S. tax treaty that provides for such deductibility.

Appeal Procedures

The organization's application will be considered by the IRS which will either:

1. Issue a favorable determination letter;

2. Issue a proposed adverse determination letter denying the exempt status requested; or

3. Refer the case to the National Office.

If the IRS sends you a proposed adverse determination, it will advise you of your appeal rights at that time.

Language and Currency Requirements

Language requirements.—Prepare the Form 1023 and attachments in English. Provide an English translation if the organizational document or bylaws are in any other language.

You may be asked to provide English translations of foreign language publications that the organization produces or distributes and that are submitted with the application.

Financial requirements.—Report all financial information in U.S. dollars (specify the conversion rate used). Combine amounts from within and outside the United States and report the total for each item on the financial statements.

For example:

Gross Investment Income	
From U.S. sources	$4,000
From non-U.S. sources	1,000
Amount to report on income statement	$5,000

Annual Information Return

If an annual information return is due while the organization's application for recognition of exempt status is pending with the IRS (including any appeal of a proposed adverse determination), the organization should file at the following address:

Internal Revenue Service
Ogden Service Center
Ogden, Utah 84201-0027

- **Form 990,** Return of Organization Exempt From Income Tax,**or**
- **Form 990-EZ,** Short Form Return of Organization Exempt From Income Tax, **and,**
- **Schedule A (Form 990),** Organization Exempt Under Section 501(c)(3), **or**
- **Form 990-PF,** Return of Private Foundation, if the organization acknowledges it is a private foundation,**and**

Indicate that an application is pending.

If an organization has unrelated business income of more than $1,000, file **Form 990-T,** Exempt Organization Business Income Tax Return.

Public Inspection of Form 1023

Caution: *Note the discussion below for the potential effect of the Taxpayer Bill of Rights 2 (TBOR2) on these instructions.*

IRS responsibilities for public inspection.—If the organization's application for section 501(c)(3) status is approved, the following items will be open to public inspection in any District office and at the National Office of the IRS (section 6104):

1. The organization's application and any supporting documents.

2. Any letter or other document issued by the IRS with regard to the application.

Note that the following items are not available for public inspection:

1. Any information relating to a trade secret, patent, style of work, or apparatus that, if released, would adversely affect the organization, or

2. Any other information that would adversely affect the national defense.

IMPORTANT: Applicants must identify this information by clearly marking it, "NOT SUBJECT TO PUBLIC INSPECTION," and must attach a statement to explain why the organization asks that the information be withheld. If the IRS agrees, the information will be withheld.

Organization's responsibilities for public inspection.—The organization must make available a copy of its approved application and supporting documents, along with any document or letter issued by the IRS for public inspection.

These documents must be available during regular business hours at the organization's principal office and at each of its regional or district offices having at least three paid employees. See Notice 88-120,1988-2 C.B. 454.

A penalty of $20 a day will be imposed on any person under a duty to comply with the public inspection requirements for each day a failure to comply continues.

Furnishing copies of documents under TBOR2.—The Taxpayer Bill of Rights 2 (TBOR2), enacted July 30, 1996, modified prospectively the section 6685 penalty and the rules for the public inspection of returns and exemption applications. An organization must furnish a copy of its Form 990, Form 990-EZ, or exemption application, and certain related documents, if a request is made in writing or in person.

For a request made in person, the organization must make an immediate response.

For a response to a written request, the organization must provide the requested copies within 30 days.

The organization must furnish copies of its Forms 990, or Forms 990-EZ, for any of its 3 most recent taxable years. No charge is to be made other than charging a reasonable fee for reproduction and actual postage costs.

An organization need not provide copies if:

1. The organization has made the requested documents widely available in a manner provided in Treasury regulations, or

2. The Secretary of the Treasury determined, upon application by the organization, that the organization was subject to a harassment campaign such that a waiver of the obligation to provide copies would be in the public interest.

Penalty for failure to allow public inspection or provide copies.—The section 6685 penalty for willful failure to allow public inspections or provide copies is increased from the present-law level of $1,000 to $5,000 by TBOR2.

Effective date of TBOR2.—These public inspection provisions governing tax-exempt organizations under TBOR2 generally apply to requests made no earlier than 60 days after the date on which the Treasury Department publishes the regulations required under the provisions. However, Congress, in the legislative history of TBOR2, indicated that organizations would comply voluntarily with the public inspection provisions prior to the issuance of such regulations.

Special Rule for Canadian Colleges and Universities

A Canadian college or university that received**Form T2051,** Notification of Registration, from Revenue Canada (Department of National Revenue, Taxation) and whose registration has not been revoked, does not need to complete all parts of Form 1023.

Such an organization must complete only Part I of Form 1023 and Schedule B (Schools, Colleges, and Universities). It must attach a copy of its **Form T2050,** Application for Registration, together with all the required attachments submitted to Revenue Canada. It must furnish an English translation if any attachments were prepared in French.

Other Canadian organizations.—Other Canadian organizations that seek a determination of section 501(c)(3) status must complete Form 1023 in the same manner as U.S. organizations.

Specific Instructions

The following instructions are keyed to the line items on the application form:

Part I. Identification of Applicant

Line 1. Full name and address of organization.—Enter the organization's name exactly as it appears in its creating document including amendments. Show the other name in parentheses, if the organization will be operating under another name.

BEST COPY AVAILABLE

For a foreign address, enter the information in the following order: city, province or state, and country. Follow the country's practice in placing the postal code in the address.**Do not** abbreviate the country name.

Line 2. Employer identification number (EIN).—All organizations must have an EIN. Enter the nine-digit EIN the IRS assigned to the organization. See **Form SS-4,** Application for Employer Identification Number, for information on how to obtain an EIN immediately by telephone, if the organization does not have an EIN. Enter, "applied for," if the organization has applied for an EIN number previously. Attach a statement giving the date of the application and the office where it was filed. **Do not** apply for an EIN more than once.

Line 3. Person to contact.—Enter the name and telephone number of the person to contact during business hours if more information is needed. The contact person should be an officer, director, or a person with power of attorney who is familiar with the organization's activities and is authorized to act on its behalf. Attach Form 2848 or other power of attorney.

Line 4. Month the annual accounting period ends.—Enter the month the organization's annual accounting period ends. The accounting period is usually the 12-month period that is the organization's tax year. The organization's first tax year depends on the accounting period chosen. The first tax year could be less than 12 months.

Line 5. Date formed.—Enter the date the organization became a legal entity. For a corporation, this is the date that the articles of incorporation were approved by the appropriate state official. For an unincorporated organization, it is the date its constitution or articles of association were adopted.

Line 6.—Indicate if the organization is one of the following:

• 501(e)	Cooperative hospital service organization
• 501(f)	Cooperative service organization of operating educational organization
• 501(k)	Organization providing child care
• 501(n)	Charitable risk pool

If none of the above applies, make no entry on line 6.

Line 7.—Indicate if the organization has ever filed a Form 1023 or **Form 1024,** Application for Recognition of Exemption Under Section 501(a), with the IRS.

Line 8.—If the organization for which this application is being filed is a private foundation, answer "N/A." If the organization is not required to file Form 990 (or Form 990-EZ) and is not a private foundation, answer "No" and attach an explanation. See the Instructions for Form 990 and Form 990-EZ for a discussion of organizations not required to file Form 990 (or Form 990-EZ). Otherwise, answer "Yes."

Line 9.—Indicate if the organization has ever filed Federal income tax returns as a taxable organization or filed returns as an exempt organization (e.g., Form 990, 990-EZ, 990-PF, or 990-T).

Line 10. Type of organization and organizational documents.—
Organizing instrument.—Submit a conformed copy of the organizing instrument. If the organization does not have an organizing instrument, it will not qualify for exempt status.

A conformed copy is one that agrees with the original and all amendments to it. The conformed copy may be:

- A photocopy of the original signed and dated organizing document, OR
- A copy of the organizing document that is unsigned but is sent with a written declaration, signed by an authorized individual, that states that the copy is a complete and accurate copy of the original signed and dated document.

Corporation.—In the case of a corporation, a copy of the articles of incorporation, approved and dated by an appropriate state official, is sufficient by itself.

If an unsigned copy of the articles of incorporation is submitted, it must be accompanied by the written declaration discussed above.

Signed, or unsigned, copies of the articles of incorporation must be accompanied by a declaration stating that the original copy of the articles was filed with, and approved by, the state. The date filed must be specified.

Unincorporated association.—In the case of an unincorporated association, the conformed copy of the constitution, articles of association, or other organizing document must indicate, in the document itself, or in a written declaration, that the organization was formed by the adoption of the document by two or more persons.

Bylaws.—If the organization has adopted bylaws, include a current copy. The bylaws do not need to be signed if they are submitted as an attachment to the Form 1023 application. The bylaws of an organization alone are not an organizing instrument. They are merely the internal rules and regulations of the organization.

Trust.—In the case of a trust, a copy of the signed and dated trust instrument must be furnished.

Dissolution clause.—For an organization to qualify for exempt status, its organizing instrument must contain a proper dissolution clause, or state law must provide for distribution of assets for one or more section 501(c)(3) purposes upon dissolution. If the organization is relying on state law, provide the citation for the law and briefly state the law's provisions in an attachment. Foreign organizations must provide the citation for the foreign statute and attach a copy of the statute along with an English language translation.

See Pub. 557 for a discussion of dissolution clauses under the heading, **Articles of Organization, Dedication and Distribution of Assets.** Examples of dissolution clauses are shown in the sample organizing instruments given in that publication.

Organizational purposes.—The organizing instrument must specify the organizational purposes of the organization. The purposes specified must be limited to one or more of those given in section 501(c)(3). See Pub. 557 for detailed instructions and for sample organizing instruments that satisfy the requirements of section 501(c)(3) and the related regulations.

Part II. Activities and Operational Information

Line 1.—It is important that you report all activities carried on by the organization to enable the IRS to make a proper determination of the organization's exempt status.

Line 2.—If it is anticipated that the organization's principal sources of support will increase or decrease substantially in relation to the organization's total support, attach a statement describing anticipated changes and explaining the basis for the expectation.

Line 3.—For purposes of providing the information requested on line 3, "fundraising activity" includes the solicitation of contributions and both functionally related activities and unrelated business activities. Include a description of the nature and magnitude of the activities.

Line 4a.—Furnish the mailing addresses of the organization's principal officers, directors, or trustees. Do not give the address of the organization.

Line 4b.—The annual compensation includes salary, bonus, and any other form of payment to the individual for services while employed by the organization.

Line 4c.—Public officials include anyone holding an elected position or anyone appointed to a position by an elected official.

Line 4d.—For purposes of this application, a "disqualified person" is any person who, if the applicant organization were a private foundation, is:

1. A "substantial contributor" to the foundation (defined below);

2. A foundation manager;

3. An owner of more than 20% of the total combined voting power of a corporation that is a substantial contributor to the foundation;

4. A "member of the family" of any person described in **1, 2,** or **3** above;

5. A corporation, partnership, or trust in which persons described in **1, 2, 3,** or **4** above, hold more than 35% of the combined voting power, the profits interest, or the beneficial interests; and

6. Any other private foundation that is effectively controlled by the same persons who control the first-mentioned private foundation or any other private foundation substantially all of whose contributions were made by the same contributors.

A substantial contributor is any person who gave a total of more than $5,000 to the organization, and those contributions are more than 2% of all the contributions and bequests received by the organization from the date it was created up to the end of the year the contributions by the substantial contributor were received. A creator of a trust is treated as a substantial contributor regardless of the amount contributed by that person or others.

See Pub. 578 for more information on "disqualified persons."

Line 5.—If your organization controls or is controlled by another exempt organization or a taxable organization, answer "Yes." "Control" means that:

1. Fifty percent (50%) or more of the filing organization's officers, directors, trustees, or key employees are also officers, directors, trustees, or key employees of the second organization being tested for control;

2. The filing organization appoints 50% or more of the officers, directors, trustees, or key employees of the second organization; or

3. Fifty percent (50%) or more of the filing organization's officers, directors, trustees, or key employees are appointed by the second organization.

Control exists if the 50% test is met by any one group of persons even if collectively the 50% test is not met. Examples of special relationships are common officers and the sharing of office space or employees.

Line 6.—If the organization conducts any financial transactions (either receiving or distributing cash or other assets), or nonfinancial activities with an exempt organization (other than a 501(c)(3) organization), or with a political organization, answer "Yes," and explain.

Line 7.—If the organization must report its income and expense activity to any other organization (tax-exempt or taxable entity), answer "Yes."

Line 8.—Examples of assets used to perform an exempt function are: land, building, equipment, and publications. Do not include cash or property producing investment income. If you have no assets used in performing the organization's exempt function, answer "N/A."

Line 10a.—If the organization is managed by another exempt organization, a taxable organization, or an individual, answer "Yes."

Line 10b.—If the organization leases property from anyone or leases any of its property to anyone, answer "Yes."

Line 11.—A membership organization for purposes of this question is an organization that is composed of individuals or organizations who:

1. Share in the common goal for which the organization was created;

2. Actively participate in achieving the organization's purposes; and

3. Pay dues.

Line 12.—Examples of benefits, services, and products are: meals to homeless people, home for the aged, a museum open to the public, and a symphony orchestra giving public performances.

Note: *Organizations that provide low-income housing should see Rev. Proc. 96-32, 1996-1 C.B. 717, for a "safe harbor" and an alternative facts and circumstances test to be used in completing line 12.*

Line 13.—An organization is attempting to influence legislation if it contacts or urges the public to contact members of a legislative body, for the purpose of proposing, supporting, or opposing legislation, or if it advocates the adoption or rejection of legislation.

If you answer "Yes," you may want to file**Form 5768,** Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation.

Line 14.—An organization is intervening in a political campaign if it promotes or opposes the candidacy or prospective candidacy of an individual for public office.

Part III. Technical Requirements

Line 1.—If you check "Yes," proceed to line 7. If you check "No," proceed to line 2.

Line 2a.—To qualify as an integrated auxiliary, an organization must not be a private foundation and must satisfy the affiliation and support tests of Regulations section 1.6033-2(h).

Line 3.—Relief from the 15-month filing requirement is granted automatically if the organization submits a completed Form 1023 within 12 months from the end of the 15-month period.

To get this extension, an organization must add the following statement at the top of its application: "Filed Pursuant to Section 301.9100-2." No request for a letter ruling is required to obtain an automatic extension.

Line 4.—See Regulation sections 301.9100-1 and 301.9100-3 for information about a discretionary extension beyond the 27-month period. Under these regulations, the IRS will allow an organization a reasonable extension of time to file a Form 1023 if it submits evidence to establish that:

(a) It acted reasonably and in good faith, and

(b) Granting relief will not prejudice the interests of the government.

Showing reasonable action and good faith.—An organization acted reasonably and showed good faith if at least one of the following is true.

1. The organization filed its application before the IRS discovered its failure to file.

2. The organization failed to file because of intervening events beyond its control.

3. The organization exercised reasonable diligence but was not aware of the filing requirement.

To determine whether the organization exercised reasonable diligence, it is necessary to take into account the complexity of filing and the organization's experience in these matters.

4. The organization reasonably relied upon the written advice of the IRS.

5. The organization reasonably relied upon the advice of a qualified tax professional who failed to file or advise the organization to file Form 1023. An organization cannot rely on the advice of a qualified tax professional if it knows or should know that he or she is not competent to render advice on filing exemption applications or is not aware of all the relevant facts.

Not acting reasonably and in good faith.—An organization has not acted reasonably and in good faith if it chose not to file after being informed of the requirement to file and the consequences of failure to do so. Furthermore, an organization has not acted reasonably and in good faith if it used hindsight to request an extension of time to file. That is, if after the original deadline to file passes, specific facts have changed so that filing an application becomes advantageous to an organization, the IRS will not ordinarily grant an extension. To qualify for an extension in this situation, the organization must prove that its decision to file did not involve hindsight.

No prejudice to the interest of the government.—Prejudice to the interest of the government results if granting an extension of time to file to an organization results in a lower total tax liability for the years to which the filing applies than would have been the case if the organization had applied on time. Before granting an extension, the IRS may require the organization requesting it to submit a statement from an independent auditor certifying that no prejudice will result if the extension is granted.

Procedure for requesting extension.—To request a discretionary extension, an organization must submit the following with its Form 1023:

- A statement showing the date Form 1023 should have been filed and the date it was actually filed.
- An affidavit describing in detail the events that led to the failure to apply and to the discovery of that failure. If the organization relied on a qualified tax professional's advice, the affidavit must describe the engagement and responsibilities of the professional and the extent to which the organization relied on him or her.
- All documents relevant to the election application.
- A dated declaration, signed by an individual authorized to act for the organization, that includes the following statement: "Under penalties of perjury, I declare that I have examined this request, including accompanying documents, and, to the best of my knowledge and belief, the request contains all the relevant facts relating to the request, and such facts are true, correct, and complete."
- A detailed affidavit from individuals having knowledge or information about the events that led to the failure to make the application and to the discovery of that failure. These individuals include accountants or attorneys knowledgeable in tax matters who advised the organization concerning the application. Any affidavit from a tax professional must describe the engagement and responsibilities of the professional as well as the advice that the professional provided to the organization. The affidavit must also include the name, current address, and taxpayer identification number of the individual making the affidavit (the affiant). The affiant must also forward with the affidavit a dated and signed declaration that states: "Under penalties of perjury, I declare that I have examined this request, including accompanying documents, and, to the best of my knowledge and belief, the request contains all the relevant facts relating to the request, and such facts are true, correct, and complete."

The reasons for late filing should be specific to your particular organization and situation. Regulation section 301.9100-3 (see above) lists the factors the IRS will consider in determining if good cause exists for granting a discretionary extension of time to file the application. To address these factors, your response for line 4 should provide the following information:

1. Whether the organization consulted an attorney or accountant knowledgeable in tax matters or communicated with a responsible IRS employee (before or after the organization was created) to ascertain the organization's Federal filing requirements and, if so, the names and occupations or titles of the persons contacted, the approximate dates, and the substance of the information obtained;

2. How and when the organization learned about the 15-month deadline for filing Form 1023;

3. Whether any significant intervening circumstances beyond the organization's control prevented it from submitting the application timely or within a reasonable period of time after it learned of the requirement to file the application within the 15-month period; and

4. Any other information that you believe may establish reasonable action and good faith and no prejudice to the interest of the government for not filing timely or otherwise justify granting the relief sought.

A request for relief under this section is treated as part of the request for the exemption determination letter and is covered by the user fee submitted with Form 8718.

Line 5.—If you answer "No," the organization may receive an adverse letter limiting the effective date of its exempt status to the date its application was received.

Line 6.—The organization may still be able to qualify for exemption under section 501(c)(4) for the period preceding the effective date of its exemption as a section 501(c)(3) organization. If the organization is qualified under section 501(c)(4) and page 1 of Form 1024 is filed as directed, the organization will not be liable for income tax returns as a taxable entity. Contributions to section 501(c)(4) organizations are generally not deductible by donors as charitable contributions.

Line 7.—Private foundations are subject to various requirements, restrictions, and excise taxes under Chapter 42 of the Code that do not apply to public charities. Also, contributions to private foundations may receive less favorable treatment than contributions to public charities. See Pub. 578. Therefore, it is usually to an organization's advantage to show that it qualifies as a public charity rather than as a private foundation if its activities or sources of support permit it to do so. Unless an organization meets one of the exceptions below, it is a private foundation. In general, an organization is **not** a private foundation if it is:

1. A church, school, hospital, or governmental unit;

2. A medical research organization operated in conjunction with a hospital;

3. An organization operated for the benefit of a college or university that is owned or operated by a governmental unit;

4. An organization that normally receives a substantial part of its support in the form of contributions from a governmental unit or from the general public as provided in section 170(b)(1)(A)(vi);

5. An organization that normally receives not more than one-third of its support from gross investment income and more than one-third of its support from contributions, membership fees, and gross receipts related to its exempt functions (subject to certain exceptions) as provided in section 509(a)(2);

6. An organization operated solely for the benefit of, and in connection with, one or more organizations described above (or for the benefit of one or more of the organizations described in section 501(c)(4), (5), or (6) of the Code and also described in**5** above), but not controlled by disqualified persons other than foundation managers, as provided in section 509(a)(3); or

7. An organization organized and operated to test for public safety as provided in section 509(a)(4).

Line 8.—Basis for private operating foundation status: (Complete this line **only** if you answered "Yes" to the question on line 7.)

A "private operating foundation" is a private foundation that spends substantially all of its adjusted net income or its minimum investment return, whichever is less, directly for the active conduct of the activities constituting the purpose or function for which it is organized and operated.

The foundation must satisfy the income test and one of the three supplemental tests: **(1)** the assets test; **(2)** the endowment test; or **(3)** the support test. For additional information, see Pub. 578.

Line 9.—Basis for nonprivate foundation status: Check the box that shows why your organization is not a private foundation.

Box (a). A church or convention or association of churches.

Box (b). A school.—See the definition in the instructions for Schedule B.

Box (c). A hospital or medical research organization.—See the instructions for Schedule C.

Box (d). A governmental unit.—This category includes a state, a possession of the United States, or a political subdivision of any of the foregoing, or the United States, or the District of Columbia.

Box (e). Organizations operated in connection with or solely for organizations described in (a) through (d) or (g), (h), and (i).—The organization must be organized and operated for the benefit of, to perform the functions of, or to carry out the purposes of one or more specified organizations described in section 509(a)(1) or (2). It must be operated, supervised, or controlled by or in connection with one or more of the organizations described in the instructions for boxes **(a)** through **(d)** or **(g)**, **(h)**, and **(i)**. It must not be controlled directly or indirectly by disqualified persons (other than foundation managers or organizations described in section 509(a)(1) or (2)). To show whether the organization satisfies these tests, complete Schedule D.

Box (f). An organization testing for public safety.—An organization in this category is one that tests products to determine their acceptability for use by the general public. It does not include any organization testing for the benefit of a manufacturer as an operation or control in the manufacture of its product.

Box (g). Organization for the benefit of a college or university owned or operated by a governmental unit.—The organization must be organized and operated exclusively for the benefit of a college or university that:

- Is an educational organization within the meaning of section 170(b)(1)(A)(ii) and is an agency or instrumentality of a state or political subdivision of a state;
- Is owned or operated by a state or political subdivision of a state. OR
- Is owned or operated by an agency or instrumentality of one or more states or political subdivisions.

The organization must also normally receive a substantial part of its support from the United States or any state or political subdivision of a state, or from direct or indirect contributions from the general public or from a combination of these sources.

An organizaton described in section 170(b)(1)(A)(iv) will be subject to the same publicly supported rules that are applicable to 170(b)(1)(A)(vi) organizations described in box (h) below.

Box (h). Organization receiving support from a governmental unit or from the general public.—The organization must receive a substantial part of its support from the United States or any state or political subdivision, or from direct or indirect contributions from the general public, or from a combination of these sources.

The organization may satisfy the support requirement in either of two ways.

(1) It will be treated as publicly supported if the support it normally receives from the above-described governmental units and the general public equals at least one-third of its total support.

(2) It will also be treated as publicly supported if the support it normally receives from governmental or public sources equals at least 10% of total support and the organization is set up to attract new and additional public or governmental support on a continuous basis.

If the organization's governmental and public support is at least 10%, but not over one-third of its total support, the questions on lines 1 through 14 of Part II will apply to determine both the organization's claim of exemption and whether it is publicly supported. Preparers should exercise care to assure that those questions are answered in detail.

Box (i). Organization described in section 509(a)(2).—The organization must satisfy the support test under section 509(a)(2)(A) and the gross investment income test under section 509(a)(2)(B).

To satisfy the support test, the organization must normally receive more than one-third of its support from: **(a)** gifts, grants, contributions, or membership fees, and**(b)** gross receipts from admissions, sales of merchandise, performance of services, or furnishing of facilities, in an activity that is not an unrelated trade or business (subject to certain limitations discussed below).

This one-third of support must be from organizations described in section 509(a)(1), governmental sources, or persons other than disqualified persons.

In computing gross receipts from admissions, sales of merchandise, performance of services, or furnishing of facilities in an activity that is not an unrelated trade or business, the gross receipts from any one person or from any bureau or similar agency of a governmental unit are includible only to the extent they do not exceed the greater of $5,000 or 1% of the organization's total support.

To satisfy the gross investment income test, the organization must not receive more than one-third of its support from gross investment income.

Box (j).—If you believe the organization meets the public support test of section 170(b)(1)(A)(vi) or 509(a)(2) but are uncertain as to which public support test it satisfies, check box **(j)**. By checking this box, you are claiming that the organization is not a private foundation and are agreeing to let the IRS compute the public support of your organization and determine the correct foundation status.

Line 10.—An organization must complete a tax year consisting of at least 8 months to receive a definitive (final) ruling under sections 170(b)(1)(A)(vi) and 509(a)(1), or under section 509(a)(2).

However, organizations that checked box **(h)**, **(i)**, or **(j)** on line 9 that do not meet the 8-month requirement must request an advance ruling that covers their first 5 tax years instead of requesting a definitive ruling.

An organization that meets the 8-month requirement has two options:

1. It may request a definitive ruling. The organization's public support computation will be based on the support the organization has received to date; or

2. It may request an advance ruling. The organization's public support computation will be based on the support it receives during its first 5 tax years.

An organization should consider the advance ruling option if it has not received significant public support during its first tax year or during its first and second tax years, but it reasonably expects to receive such support by the end of its fifth tax year.

An organization that receives an advance ruling is treated, during the 5-year advance ruling period, as a public charity (rather than a private foundation) for certain purposes, including those relating to the deductibility of contributions by the general public.

Line 11.—For definition of an unusual grant, see instructions for Part IV-A, line 12.

Line 12.—Answer this question only if you checked box **(g)**, **(h)**, or **(j)** on line 9.

Line 13.—Answer the question on this line only if you checked box **(i)** or **(j)** on line 9 and are requesting a definitive ruling on line 10.

Line 14.—Answer "Yes" or "No" on each line. If "Yes," you must complete the appropriate schedule. Each schedule is included in this application package with accompanying instructions. For a brief definition of each type of organization, see the appropriate schedule.

Part IV. Financial Data

Complete the Statement of Revenue and Expenses for the current year and each of the 3 years immediately before it (or the years the organization has existed, if less than 4).

Any applicant that has existed for less than 1 year must give financial data for the current year and proposed budgets for the following 2 years.

The IRS may request financial data for more than 4 years if necessary.

All financial information for the current year must cover the period beginning on the first day of the organization's established annual accounting period and ending on any day that is within 60 days of the date of this application.

If the date of this application is less than 60 days after the first day of the current accounting period, no financial information is required for the current year.

Financial information is required for the 3 preceding years regardless of the current year requirements. Please note that if no financial information is required for the current year, the preceding year's financial information can end on any day that is within 60 days of the date of this application.

Prepare the statements using the method of accounting and the accounting period (entered on line 4 of Part I) the organization uses in keeping its books and records. If the organization uses a method other than the cash receipts and disbursements method, attach a statement explaining the method used.

A. Statement of Revenue and Expenses

Line 1.—Do not include amounts received from the general public or a governmental unit for the exercise or performance of the organization's exempt function. However, include payments made by a governmental unit to enable the organization to provide a service to the general public.

Do not include unusual grants. See the explanation for unusual grants in Line 12 of this section.

Line 2.—Include amounts received from members for the purpose of providing support to the organization. These are considered as contributions. Do not include payments to purchase admissions, merchandise, services, or use of facilities.

Line 3.—Include on this line the income received from dividends, interest, and payments received on securities loans, rents, and royalties.

Line 4.—Enter the organization's net income from any activities that are regularly carried on and are not related to the organization's exempt purposes.

Examples of such income include fees from the commercial testing of products; income from renting office equipment or other personal property; and income from the sale of advertising in an exempt organization's periodical. See Pub. 598 for information about unrelated business income and activities.

Line 5.—Enter the amount collected by the local tax authority from the general public that has been allocated for your organization.

Line 6.—To report the value of services and/or facilities furnished by a governmental unit, use the fair market value at the time the service/facility was furnished to your organization. Do not include any other donated services or facilities in Part IV.

Line 7.—Enter the total income from all sources that is not reported on lines 1 through 6, or lines 9, 11, and 12. Attach a schedule that lists each type of revenue source and the amount derived from each.

Line 9.—Include income generated by the organization's exempt function activities (charitable, educational, etc.) and its nontaxable fundraising events (excluding any contributions received).

Examples of such income include the income derived by a symphony orchestra from the sale of tickets to its performances; and raffles, bingo, or other fundraising-event income that is not taxable as unrelated business income because the income-producing activities are not regularly carried on or because they are conducted with substantially all (at least 85%) volunteer labor. Record related cost of sales on line 22, Other.

Line 11.—Attach a schedule that shows a description of each asset, the name of the person to whom sold, and the amount received. In the case of publicly traded securities sold through a broker, the name of the purchaser is not required.

Line 12.—Unusual grants generally consist of substantial contributions and bequests from disinterested persons that:

1. Are attracted by reason of the publicly supported nature of the organization;

2. Are unusual and unexpected as to the amount; and

3. Would, by reason of their size, adversely affect the status of the organization as normally meeting the support test of section 170(b)(1)(A)(vi) or section 509(a)(2), as the case may be.

If the organization is awarded an unusual grant and the terms of the granting instrument provide that the organization will receive the funds over a period of years, the amount received by the organization each year under the grant may be excluded. See the regulations under sections 170 and 509.

Line 14.—Fundraising expenses represent the total expenses incurred in soliciting contributions, gifts, grants, etc.

Line 15.—Attach a schedule showing the name of the recipient, a brief description of the purposes or conditions of payment, and the amount paid. The following example shows the format and amount of detail required for this schedule:

Recipient	Purpose	Amount
Museum of Natural History	General operating budget	$29,000
State University	Books for needy students	14,500
Richard Roe	Educational scholarship	12,200

Colleges, universities, and other educational institutions and agencies subject to the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) are not required to list the names of individuals who were provided scholarships or other financial assistance where such disclosure would violate the privacy provisions of the law. Instead, such organizations should group each type of financial aid provided, indicate the number of individuals who received the aid, and specify the aggregate dollar amount.

Line 16.—Attach a schedule showing the name of each recipient, a brief description of the purposes or condition of payment, and amount paid. Do not include any amounts that are on line 15. The schedule should be similar to the schedule shown in the line 15 instructions above.

Line 17.—Attach a schedule that shows the name of the person compensated; the office or position; the average amount of time devoted to the organization's affairs per week, month, etc.; and the amount of annual compensation. The following example shows the format and amount of detail required:

BEST COPY AVAILABLE

Name	Position	Time devoted	Annual salary
Philip Poe	President and general manager	16 hrs. per wk.	$27,500

Line 18.—Enter the total of employees' salaries not reported on line 17.

Line 19.—Enter the total interest expense for the year, excluding mortgage interest treated as if an occupancy expense on line 20.

Line 20.—Enter the amount paid for the use of office space or other facilities, heat, light, power, and other utilities, outside janitorial services, mortgage interest, real estate taxes, and similar expenses.

Line 21.—If your organization records depreciation, depletion, and similar expenses, enter the total.

Line 22.—Attach a schedule listing the type and amount of each **significant** expense for which a separate line is not provided. Report other miscellaneous expenses as a single total if not substantial in amount.

B. Balance Sheet

Line 1.—Enter the total cash in checking and savings accounts, temporary cash investments (money market funds, CDs, treasury bills, or other obligations that mature in less than 1 year), change funds, and petty cash funds.

Line 2.—Enter the total accounts receivable that arose from the sale of goods and/or performance of services, less any reserve for bad debt.

Line 3.—Enter the amount of materials, goods, and supplies purchased or manufactured by the organization and held to be sold or used in some future period.

Line 4.—Attach a schedule that shows the name of the borrower, a brief description of the obligation, the rate of return on the principal indebtedness, the due date, and the amount due. The following example shows the format and amount of detail required:

Name of borrower	Description of obligation	Rate of return	Due date	Amount
Hope Soap Corporation	Debenture bond (no senior issue outstanding)	8%	Jan. 2004	$37,500
Big Spool Company	Collateral note secured by company's fleet of 20 delivery trucks	10%	Jan. 2003	262,000

Line 5.—Attach a schedule listing the organization's corporate stock holdings.

For stock of closely held corporations, the statement should show the name of the corporation, a brief summary of the corporation's capital structure, and the number of shares held and their value as carried on the organization's books. If such valuation does not reflect current fair market value, also include fair market value.

For stock traded on an organized exchange or in substantial quantities over the counter, the statement should show the name of the corporation, a description of the stock and the principal exchange on which it is traded, the number of shares held, and their value as carried on the organization's books.

The following example shows the format and the amount of detail required:

Name of corporation	Capital structure (or exchange on which traded)	Shares	Book amount	Fair market value
Little Spool Corporation	100 shares nonvoting preferred issued and outstanding, no par value; 50 shares common issued and outstanding, no par value.			
	Preferred shares:	50	$20,000	$24,000
	Common shares:	10	25,000	30,000
Flintlock Corporation	Class A common N.Y.S.E.	80	6,000	6,500

Line 6.—Report each loan separately, even if more than one loan was made to the same person. Attach a schedule that shows the borrower's name, purpose of loan, repayment terms, interest rate, and original amount of loan.

Line 7.—Enter the book value of government securities held (U.S., state, or municipal). Also enter the book value of buildings and equipment held for investment purposes. Attach a schedule identifying and reporting the book value of each.

Line 8.—Enter the book value of buildings and equipment**not** held for investment. This includes plant and equipment used by the organization in conducting its exempt activities. Attach a schedule listing these assets held at the end of the current tax year/period and the cost or other basis.

Line 9.—Enter the book value of land **not**held for investment.

Line 10.—Enter the book value of each category of assets not reported on lines 1 through 9. Attach a schedule listing each.

Line 12.—Enter the total of accounts payable to suppliers and others, such as salaries payable, accrued payroll taxes, and interest payable.

Line 13.—Enter the unpaid portion of grants and contributions that the organization has made a commitment to pay to other organizations or individuals.

Line 14.—Enter the total of mortgages and other notes payable outstanding at the end of the current tax year/period. Attach a schedule that shows each item separately and the lender's name, purpose of loan, repayment terms, interest rate, and original amount.

Line 15.—Enter the amount of each liability not reported on lines 12 through 14. Attach a separate schedule.

Line 17.—Under fund accounting, an organization segregates its assets, liabilities, and net assets into separate funds according to restrictions on the use of certain assets. Each fund is like a separate entity in that it has a self-balancing set of accounts showing assets, liabilities, equity (fund balance), income, and expenses. If the organization does not use fund accounting, report only the "net assets" account balances, such as: capital stock, paid-in capital, and retained earnings or accumulated income.

Paperwork Reduction Act Notice.—We ask for the information on this form to carry out the Internal Revenue laws of the United States. If you want your organization to be recognized as tax-exempt by the IRS, you are required to give us this information. We need it to determine whether the organization meets the legal requirements for tax-exempt status.

The organization is not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 1023 application are covered in Code section 6104.

The time needed to complete and file these forms will vary depending on individual circumstances. The estimated average times are:

Form	Recordkeeping	Learning about the law or the form	Preparing, and sending the form to IRS
1023 Parts I to IV	55 hr., 58 min.	5 hr., 1 min.	8 hr., 33 min.
1023 Sch. A	7 hr., 10 min.	-0- min.	7 min.
1023 Sch. B	4 hr., 47 min.	30 min.	36 min.
1023 Sch. C	5 hr., 1 min.	35 min.	43 min.
1023 Sch. D	4 hr., 4 min.	42 min.	47 min.
1023 Sch. E	9 hr., 20 min.	1 hr., 5 min.	1 hr., 17 min.
1023 Sch. F	2 hr., 39 min.	2 hr., 53 min.	3 hr., 3 min.
1023 Sch. G	2 hr., 38 min.	-0- min.	2 min.
1023 Sch. H	1 hr., 55 min.	42 min.	46 min.
1023 Sch. I	3 hr., 35 min.	-0- min.	4 min.
872-C	1 hr., 26 min.	24 min.	26 min.

If you have comments concerning the accuracy of these time estimates or suggestions for making these forms simpler, we would be happy to hear from you. You can write to the Tax Forms Committee, Western Area Distribution Center, Rancho Cordova, CA 95743-0001. **DO NOT** send the application to this address. Instead, see **Where To File** on page 1.

Procedural Checklist

Make sure the application is complete.

If you do not complete all applicable parts or do not provide all required attachments, we may return the incomplete application to your organization for resubmission with the missing information or attachments. This will delay the processing of the application and may delay the effective date of your organization's exempt status. The organization may also incur additional user fees.

Have you . . .

_____ Attached **Form 8718** (User Fee for Exempt Organization Determination Letter Request) and the appropriate fee?

_____ Prepared the application for mailing? (See **Where To File** addresses on Form 8718.) Do **not** file the application with your local Internal Revenue Service Center.

_____ Completed Parts I through IV and any other schedules that apply to the organization?

_____ Shown the organization's **Employer Identification Number (EIN)**?

a. If your organization has an EIN, write it in the space provided.

b. If this is a newly formed organization and does not have an Employer Identification Number, obtain an EIN by telephone. (See Specific Instructions, Part I, Line 2, on page 3.)

_____ Described your organization's **specific activities** as directed in Part II, line 1, of the application?

_____ Included a **conformed copy** of the complete organizing instrument? (See Specific Instructions, Part I, Line 10, on page 3.)

_____ Had the application signed by one of the following?

a. An officer or trustee who is authorized to sign (e.g., president, treasurer); **or**

b. A person authorized by a power of attorney (Submit Form 2848, or other power of attorney.)

_____ Enclosed **financial statements** (Part IV)?

a. Current year (must include period up to within 60 days of the date the application is filed) and 3 preceding years.

b. Detailed breakdown of revenue and expenses (no lump sums).

c. If the organization has been in existence less than 1 year, you must also submit proposed budgets for 2 years showing the amounts and types of receipts and expenditures anticipated.

Note: *During the technical review of a completed application, it may be necessary to contact the organization for more specific or additional information.*

Do not send this checklist with the application.

Form **1023**
(Rev. September 1998)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Read the instructions for each Part carefully.

A User Fee must be attached to this application.

If the required information and appropriate documents are not submitted along with Form 8718 (with payment of the appropriate user fee), the application may be returned to you.

Complete the Procedural Checklist on page 8 of the instructions.

Identification of Applicant

1a Full name of organization (as shown in organizing document)

2 Employer identification number (EIN)
(If none, see page 3 of the **Specific Instructions**.)

1b c/o Name (if applicable)

3 Name and telephone number of person to be contacted if additional information is needed
(   )

1c Address (number and street)

Room/Suite

1d City, town, or post office, state, and ZIP + 4. If you have a foreign address, see **Specific Instructions** for Part I, page 3.

4 Month the annual accounting period ends

5 Date incorporated or formed

1e Web site address

6 Check here if applying under section:
a ☐ 501(e) **b** ☐ 501(f) **c** ☐ 501(k) **d** ☐ 501(n)

7 Did the organization previously apply for recognition of exemption under this Code section or under any other section of the Code? . . . . ☐ **Yes** ☐ **No**
If "Yes," attach an explanation.

8 Is the organization required to file Form 990 (or Form 990-EZ)? . . . . ☐ **N/A** ☐ **Yes** ☐ **No**
If "No," attach an explanation (see page 3 of the **Specific Instructions**).

9 Has the organization filed Federal income tax returns or exempt organization information returns? . . ☐ **Yes** ☐ **No**
If "Yes," state the form numbers, years filed, and Internal Revenue office where filed.

10 Check the box for the type of organization. ATTACH A CONFORMED COPY OF THE CORRESPONDING ORGANIZING DOCUMENTS TO THE APPLICATION BEFORE MAILING. (See **Specific Instructions** for Part I, Line 10, on page 3.) See also Pub. 557 for examples of organizational documents.)

a ☐ Corporation— Attach a copy of the Articles of Incorporation (including amendments and restatements) showing approval by the appropriate state official; also include a copy of the bylaws.

b ☐ Trust— Attach a copy of the Trust Indenture or Agreement, including all appropriate signatures and dates.

c ☐ Association— Attach a copy of the Articles of Association, Constitution, or other creating document, with a declaration (see instructions) or other evidence the organization was formed by adoption of the document by more than one person; also include a copy of the bylaws.

If the organization is a corporation or an unincorporated association that has not yet adopted bylaws, check here ▶ ☐

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ .... (Signature) .... (Type or print name and title or authority of signer) .... (Date)

For Paperwork Reduction Act Notice, see page 7 of the instructions. Cat. No. 17133K

Activities and Operational Information

1 Provide a detailed narrative description of all the activities of the organization—past, present, and planned. **Do not merely refer to or repeat the language in the organizational document.** List each activity separately in the order of importance based on the relative time and other resources devoted to the activity. Indicate the percentage of time for each activity. Each description should include, as a minimum, the following: **(a)** a detailed description of the activity including its purpose and how each acitivity furthers your exempt purpose; **(b)** when the activity was or will be initiated; and **(c)** where and by whom the activity will be conducted.

2 What are or will be the organization's sources of financial support? List in order of size.

3 Describe the organization's fundraising program, both actual and planned, and explain to what extent it has been put into effect. Include details of fundraising activities such as selective mailings, formation of fundraising committees, use of volunteers or professional fundraisers, etc. Attach representative copies of solicitations for financial support.

Activities and Operational Information *(Continued)*

4 Give the following information about the organization's governing body:

a Names, addresses, and titles of officers, directors, trustees, etc.	**b** Annual compensation

c Do any of the above persons serve as members of the governing body by reason of being public officials or being appointed by public officials? . . . . ☐ **Yes** ☐ **No**
If "Yes," name those persons and explain the basis of their selection or appointment.

d Are any members of the organization's governing body "disqualified persons" with respect to the organization (other than by reason of being a member of the governing body) or do any of the members have either a business or family relationship with "disqualified persons"? (See **Specific Instructions** for Part II, Line 4d, on page 3.) . . . . ☐ **Yes** ☐ **No**
If "Yes," explain.

5 Does the organization control or is it controlled by any other organization? . . . . ☐ **Yes** ☐ **No**
Is the organization the outgrowth of (or successor to) another organization, or does it have a special relationship with another organization by reason of interlocking directorates or other factors? . . . . ☐ **Yes** ☐ **No**
If either of these questions is answered "Yes," explain.

6 Does or will the organization directly or indirectly engage in any of the following transactions with any political organization or other exempt organization (other than a 501(c)(3) organization): **(a)** grants; **(b)** purchases or sales of assets; **(c)** rental of facilities or equipment; **(d)** loans or loan guarantees; **(e)** reimbursement arrangements; **(f)** performance of services, membership, or fundraising solicitations; or **(g)** sharing of facilities, equipment, mailing lists or other assets, or paid employees? . . . . . . ☐ **Yes** ☐ **No**
If "Yes," explain fully and identify the other organizations involved.

7 Is the organization financially accountable to any other organization? . . . . ☐ **Yes** ☐ **No**
If "Yes," explain and identify the other organization. Include details concerning accountability or attach copies of reports if any have been submitted.

BEST COPY AVAILABLE

[redacted] Activities and Operational Information *(Continued)*

8 What assets does the organization have that are used in the performance of its exempt function? (Do not include property producing investment income.) If any assets are not fully operational, explain their status, what additional steps remain to be completed, and when such final steps will be taken. If none, indicate "N/A."

9 Will the organization be the beneficiary of tax-exempt bond financing within the next 2 years? . . . . ☐ **Yes** ☐ **No**

10a Will any of the organization's facilities or operations be managed by another organization or individual under a contractual agreement? . . . . ☐ **Yes** ☐ **No**

b Is the organization a party to any leases? . . . . ☐ **Yes** ☐ **No**

If either of these questions is answered "Yes," attach a copy of the contracts and explain the relationship between the applicant and the other parties.

11 Is the organization a membership organization? . . . . ☐ **Yes** ☐ **No**

If "Yes," complete the following:

a Describe the organization's membership requirements and attach a schedule of membership fees and dues.

b Describe the organization's present and proposed efforts to attract members and attach a copy of any descriptive literature or promotional material used for this purpose.

c What benefits do (or will) the members receive in exchange for their payment of dues?

12a If the organization provides benefits, services, or products, are the recipients required, or will they be required, to pay for them? . . . . ☐ **N/A** ☐ **Yes** ☐ **No**

If "Yes," explain how the charges are determined and attach a copy of the current fee schedule.

b Does or will the organization limit its benefits, services, or products to specific individuals or classes of individuals? . . . . ☐ **N/A** ☐ **Yes** ☐ **No**

If "Yes," explain how the recipients or beneficiaries are or will be selected.

13 Does or will the organization attempt to influence legislation? . . . . ☐ **Yes** ☐ **No**

If "Yes," explain. Also, give an estimate of the percentage of the organization's time and funds that it devotes or plans to devote to this activity.

14 Does or will the organization intervene in any way in political campaigns, including the publication or distribution of statements? . . . . ☐ **Yes** ☐ **No**

If "Yes," explain fully.

[redacted] Technical Requirements

1 Are you filing Form 1023 within 15 months from the end of the month in which your organization was created or formed? . . . . ☐ **Yes** ☐ **No**

If you answer "Yes," do not answer questions on lines 2 through 6 below.

2 If one of the exceptions to the 15-month filing requirement shown below applies, check the appropriate box and proceed to question 7.

Exceptions—You are not required to file an exemption application within 15 months if the organization:

☐ **a** Is a church, interchurch organization of local units of a church, a convention or association of churches, or an integrated auxiliary of a church. See **Specific Instructions,** Line 2a, on page 4;

☐ **b** Is not a private foundation and normally has gross receipts of not more than $5,000 in each tax year; or

☐ **c** Is a subordinate organization covered by a group exemption letter, but only if the parent or supervisory organization timely submitted a notice covering the subordinate.

3 If the organization does not meet any of the exceptions on line 2 above, are you filing Form 1023 within 27 months from the end of the month in which the organization was created or formed?. . . . . . ☐ **Yes** ☐ **No**

If "Yes," your organization qualifies under Regulation section 301.9100-2, for an automatic 12-month extension of the 15-month filing requirement. Do not answer questions 4 through 6.

If "No," answer question 4.

4 If you answer "No" to question 3, does the organization wish to request an extension of time to apply under the "reasonable action and good faith" and the "no prejudice to the interest of the government" requirements of Regulations section 301.9100-3? . . . . ☐ **Yes** ☐ **No**

If "Yes," give the reasons for not filing this application within the 27-month period described in question 3. See **Specific Instructions,** Part III, Line 4, before completing this item. Do not answer questions 5 and 6.

If "No," answer questions 5 and 6.

5 If you answer "No" to question 4, your organization's qualification as a section 501(c)(3) organization can be recognized only from the date this application is filed. Therefore, do you want us to consider the application as a request for recognition of exemption as a section 501(c)(3) organization from the date the application is received and not retroactively to the date the organization was created or formed? ☐ **Yes** ☐ **No**

6 If you answer "Yes" to question 5 above and wish to request recognition of section 501(c)(4) status for the period beginning with the date the organization was formed and ending with the date the Form 1023 application was received (the effective date of the organization's section 501(c)(3) status), check here ▶ ☐ and attach a completed page 1 of Form 1024 to this application.

Technical Requirements *(Continued)*

7 Is the organization a private foundation?
☐ **Yes** (Answer question 8.)
☐ **No** (Answer question 9 and proceed as instructed.)

---

8 If you answer "Yes" to question 7, does the organization claim to be a private operating foundation?
☐ **Yes** (Complete Schedule E.)
☐ **No**

After answering question 8 on this line, go to line 14 on page 7.

---

9 If you answer "No" to question 7, indicate the public charity classification the organization is requesting by checking the box below that most appropriately applies:

THE ORGANIZATION IS NOT A PRIVATE FOUNDATION BECAUSE IT QUALIFIES:

a	☐	As a church or a convention or association of churches (CHURCHES MUST COMPLETE SCHEDULE A.)	Sections 509(a)(1) and 170(b)(1)(A)(i)
b	☐	As a school (MUST COMPLETE SCHEDULE B.)	Sections 509(a)(1) and 170(b)(1)(A)(ii)
c	☐	As a hospital or a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital (These organizations, except for hospital service organizations, MUST COMPLETE SCHEDULE C.)	Sections 509(a)(1) and 170(b)(1)(A)(iii)
d	☐	As a governmental unit described in section 170(c)(1).	Sections 509(a)(1) and 170(b)(1)(A)(v)
e	☐	As being operated solely for the benefit of, or in connection with, one or more of the organizations described in **a** through **d, g, h,** or **i** (MUST COMPLETE SCHEDULE D.)	Section 509(a)(3)
f	☐	As being organized and operated exclusively for testing for public safety.	Section 509(a)(4)
g	☐	As being operated for the benefit of a college or university that is owned or operated by a governmental unit.	Sections 509(a)(1) and 170(b)(1)(A)(iv)
h	☐	As receiving a substantial part of its support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.	Sections 509(a)(1) and 170(b)(1)(A)(vi)
i	☐	As normally receiving not more than one-third of its support from gross investment income and more than one-third of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).	Section 509(a)(2)
j	☐	The organization is a publicly supported organization but is not sure whether it meets the public support test of **h** or **i**. The organization would like the IRS to decide the proper classification.	Sections 509(a)(1) and 170(b)(1)(A)(vi) or Section 509(a)(2)

If you checked one of the boxes a through f in question 9, go to question 14. If you checked box g in question 9, go to questions 11 and 12. If you checked box h, i, or j, in question 9, go to question 10.

Technical Requirements *(Continued)*

10 If you checked box **h, i,** or **j** in question 9, has the organization completed a tax year of at least 8 months?

☐ **Yes**—Indicate whether you are requesting:

☐ A definitive ruling. (Answer questions 11 through 14.)

☐ An advance ruling. (Answer questions 11 and 14 and attach two Forms 872-C completed and signed.)

☐ **No—You must request an advance ruling by completing and signing two Forms 872-C and attaching them to the Form 1023.**

11 If the organization received any unusual grants during any of the tax years shown in Part IV-A, **Statement of Revenue and Expenses,** attach a list for each year showing the name of the contributor; the date and the amount of the grant; and a brief description of the nature of the grant.

12 If you are requesting a definitive ruling under section 170(b)(1)(A)(iv) or (vi), check here ▶ ☐ and:

a Enter 2% of line 8, column (e), Total, of Part IV-A . . . . ____________

b Attach a list showing the name and amount contributed by each person (other than a governmental unit or "publicly supported" organization) whose total gifts, grants, contributions, etc., were more than the amount entered on line **12a** above.

13 If you are requesting a definitive ruling under section 509(a)(2), check here ▶ ☐ and:

a For each of the years included on lines 1, 2, and 9 of Part IV-A, attach a list showing the name of and amount received from each "disqualified person." (For a definition of "disqualified person," see **Specific Instructions,** Part II, Line 4d, on page 3.)

b For each of the years included on line 9 of Part IV-A, attach a list showing the name of and amount received from each payer (other than a "disqualified person") whose payments to the organization were more than $5,000. For this purpose, "payer" includes, but is not limited to, any organization described in sections 170(b)(1)(A)(i) through (vi) and any governmental agency or bureau.

14 Indicate if your organization is one of the following. If so, complete the required schedule. (Submit only those schedules that apply to your organization. **Do not submit blank schedules.**)	**Yes**	**No**	**If "Yes," complete Schedule:**
Is the organization a church?			A
Is the organization, or any part of it, a school?			B
Is the organization, or any part of it, a hospital or medical research organization?			C
Is the organization a section 509(a)(3) supporting organization?			D
Is the organization a private operating foundation?.			E
Is the organization, or any part of it, a home for the aged or handicapped?			F
Is the organization, or any part of it, a child care organization?.			G
Does the organization provide or administer any scholarship benefits, student aid, etc.?			H
Has the organization taken over, or will it take over, the facilities of a "for profit" institution? . . .			I

Financial Data

Complete the financial statements for the current year and for each of the 3 years immediately before it. If in existence less than 4 years, complete the statements for each year in existence. **If in existence less than 1 year, also provide proposed budgets for the 2 years following the current year.**

A. Statement of Revenue and Expenses

		Current tax year	3 prior tax years or proposed budget for 2 years			
		(a) From .... to	**(b)**	**(c)**	**(d)**	**(e) TOTAL**
Revenue	1 Gifts, grants, and contributions received (not including unusual grants—see page 6 of the instructions)					
	2 Membership fees received . .					
	3 Gross investment income (see instructions for definition) . .					
	4 Net income from organization's unrelated business activities not included on line 3					
	5 Tax revenues levied for and either paid to or spent on behalf of the organization					
	6 Value of services or facilities furnished by a governmental unit to the organization without charge (not including the value of services or facilities generally furnished the public without charge)					
	7 Other income (not including gain or loss from sale of capital assets) (attach schedule) . .					
	8 **Total** (add lines 1 through 7)					
	9 Gross receipts from admissions, sales of merchandise or services, or furnishing of facilities in any activity that is not an unrelated business within the meaning of section 513. Include related cost of sales on line 22					
	10 **Total** (add lines 8 and 9) . .					
	11 Gain or loss from sale of capital assets (attach schedule) . . .					
	12 Unusual grants					
	13 **Total** revenue (add lines 10 through 12)					
Expenses	14 Fundraising expenses . . .					
	15 Contributions, gifts, grants, and similar amounts paid (attach schedule)					
	16 Disbursements to or for benefit of members (attach schedule) .					
	17 Compensation of officers, directors, and trustees (attach schedule)					
	18 Other salaries and wages . .					
	19 Interest					
	20 Occupancy (rent, utilities, etc.) .					
	21 Depreciation and depletion . .					
	22 Other (attach schedule) . . .					
	23 **Total** expenses (add lines 14 through 22)					
	24 Excess of revenue over expenses (line 13 minus line 23)					

Financial Data *(Continued)*

	B. Balance Sheet (at the end of the period shown)		Current tax year Date ....
	Assets		
1	Cash	1	
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach schedule)	4	
5	Corporate stocks (attach schedule)	5	
6	Mortgage loans (attach schedule)	6	
7	Other investments (attach schedule)	7	
8	Depreciable and depletable assets (attach schedule)	8	
9	Land	9	
10	Other assets (attach schedule)	10	
11	**Total assets** (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc., payable	13	
14	Mortgages and notes payable (attach schedule)	14	
15	Other liabilities (attach schedule)	15	
16	**Total liabilities** (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	**Total liabilities and fund balances or net assets** (add line 16 and line 17)	18	

If there has been any substantial change in any aspect of the organization's financial activities since the end of the period shown above, check the box and attach a detailed explanation . . . ▶ ☐

Form **872-C**

(Rev. September 1998)

Department of the Treasury
Internal Revenue Service

Consent Fixing Period of Limitation Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

(See instructions on reverse side.)

OMB No. 1545-0056

To be used with Form 1023. Submit in duplicate.

Under section 6501(c)(4) of the Internal Revenue Code, and as part of a request filed with Form 1023 that the organization named below be treated as a publicly supported organization under section 170(b)(1)(A)(vi) or section 509(a)(2) during an advance ruling period,

....
(Exact legal name of organization as shown in organizing document)

....
(Number, street, city or town, state, and ZIP code)

} and the District Director of Internal Revenue, or Assistant Commissioner (Employee Plans and Exempt Organizations)

consent and agree that the period for assessing tax (imposed under section 4940 of the Code) for any of the 5 tax years in the advance ruling period will extend 8 years, 4 months, and 15 days beyond the end of the first tax year.

However, if a notice of deficiency in tax for any of these years is sent to the organization before the period expires, the time for making an assessment will be further extended by the number of days the assessment is prohibited, plus 60 days.

Ending date of first tax year ....
(Month, day, and year)

Name of organization (as shown in organizing document)	Date
Officer or trustee having authority to sign Signature ▶	Type or print name and title

For IRS use only

District Director or Assistant Commissioner (Employee Plans and Exempt Organizations)	Date

By ▶

For Paperwork Reduction Act Notice, see page 7 of the Form 1023 Instructions.

Cat. No. 16905Q

You must complete Form 872-C and attach it to the Form 1023 if you checked box **h, i,** or **j** of Part III, question 9, and the organization has not completed a tax year of at least 8 months.

For example: If the organization incorporated May 15 and its year ends December 31, it has completed a tax year of only 7½ months. Therefore, Form 872-C must be submitted.

(a) Enter the name of the organization. This must be entered exactly as it appears in the organizing document. Do not use abbreviations unless the organizing document does.

(b) Enter the current address.

(c) Enter the ending date of the first tax year.

For example:

(1) If the organization was formed on June 15 and it has chosen December 31 as its year end, enter December 31, ...

(2) If the organization was formed June 15 and it has chosen June 30 as its year end, enter June 30,........................ In this example, the organization's first tax year consists of only 15 days.

(d) The form must be signed by an authorized officer or trustee, generally the president or treasurer. The name and title of the person signing must be typed or printed in the space provided.

(e) Enter the date that the form was signed.

DO NOT MAKE ANY OTHER ENTRIES.

Schedule A. Churches

1 Provide a brief history of the development of the organization, including the reasons for its formation.

2 Does the organization have a written creed or statement of faith? . . . . ☐ **Yes** ☐ **No**

If "Yes," attach a copy.

3 Does the organization require prospective members to renounce other religious beliefs or their membership in other churches or religious orders to become members? . . . . ☐ **Yes** ☐ **No**

4 Does the organization have a formal code of doctrine and discipline for its members? . . . . ☐ **Yes** ☐ **No**

If "Yes," describe.

5 Describe the form of worship and attach a schedule of worship services.

6 Are the services open to the public? . . . . ☐ **Yes** ☐ **No**

If "Yes," describe how the organization publicizes its services and explain the criteria for admittance.

7 Explain how the organization attracts new members.

8 **(a)** How many active members are currently enrolled in the church?

(b) What is the average attendance at the worship services?

9 In addition to worship services, what other religious services (such as baptisms, weddings, funerals, etc.) does the organization conduct?

Index

INDEX

BEST COPY AVAILABLE

Index

—A—

- Accounting, 188, 205-208
- Accreditation, 231, 292, 313, 317, 342, 344, 354, 363, 367, 369, 371
- Action Plan, 8, 138, 150, 179-184, 352
  - Summary, 181, 184
  - Objective and Strategy Planning Form, 182
- Address changes, 256
- Adult learning, 283-284, 289-293
- Advocacy (see also Public policy/ public awareness and education)
  - activities, 64, 67-70, 309-340, 369-372
  - agenda, 8, 311, 371
  - goals, 312, 369-372
- Affiliate Group
  - board, 2, 15-16, 25-28, 60, 73, 75-76, 79-80, 86-91, 93-101, 138, 186, 226, 258, 280, 347-348, 350-359
  - business documents, 7-8
  - committees, 12, 43-48
  - bylaws, 7, 13-18, 350-352
  - founders, 2, 60
  - inclusiveness, 87-91, 93-96, 122-125, 229-234, 259-262, 348-349
  - Leader Interview, 150, 152, 155-156
  - leadership, 25-32, 121-136
  - mission statement, 5, 7, 9-10, 259, 347, 354
  - name, 5, 14
  - policies and procedures, 49-50, 352-353
  - staff, 33-37
  - structure, 11-12
- Affiliation
  - procedures, 3-4, 5-6
  - requirements, 3-4, 5-6
- Agenda
  - meeting, 103-108, 112
  - orientation, 133
- Americans With Disabilities Act (ADA), 82, 296
- Archives
  - Committee, 12
  - storage, 7, 83, 353-354
- Association Development Process (ADP),145-184
  - orientation, 146-147, 159
  - reports, 138, 184
  - self-study, 146-147, 149-163, 165-177
  - Steering Committee, 29, 86, 165, 186, 258
  - Task Groups, 2, 60, 86, 146-148, 130-132, 165, 179-180, 184, 226, 258, 278
  - tools, 149-163, 165-177
- Audits, 207-208

—B—

- Bids, 193-194
- Board (see governing board)
- Bonding, 76, 188-189
- Budget, 8, 197-204
  - policy, 197
- Building consensus, 97, 117-119
- Bulk mailing, 71-72
- Business meetings (see Meetings)
- Bylaws, 7, 13-18, 350-352

—C—

- Calendars
  - business and event, 134
  - conference planning timetable, 299
  - governing board election, 144
  - reports to NAEYC, 138
  - Week of the Young Child, 339
- Campaign guidelines, 55-56
- Career lattice, 261
- Chapters (see Clubs)
- Checklists
  - advocacy goals, 312
  - board self-evaluation, 28
  - criteria rating form, 165-177
  - document, 7-8
  - effective meeting, 108
  - how to be an effective board member, 98-99
  - inclusiveness planning tool, 88-91
  - leadership profile, 123-124
  - meeting site review, 81-82
  - member survey, 153
  - policies and procedures, 50
- Clubs, 19-21
- Coalitions
  - building, 319-322, 372
  - members, 157-163, 320, 372
  - representatives, 8
- Code of Ethics, 9, 273-275, 362
  - board, 48
  - conflict of interest, 79-80
- Committees, 7, 8, 12, 17, 27, 29-32, 43, 45-48, 60, 86, 186, 226, 258, 278, 310, 351
  - ad hoc, 12, 30
  - advisory, 30
  - chair, 46
  - Conference, 12, 60, 280, 295-300
  - Executive, 12, 16, 43-45
  - Finance, 12, 47, 60, 185-224
  - History/Archives, 12, 48, 60
  - limitations, 31
  - Membership, 12, 48, 86
  - Nominations & Elections, 2, 12, 16-17, 48, 51-56, 86
  - Personnel/Contracts, 12, 27, 30, 44, 47-48
  - Positions and Standards, 12, 45
    - review, 12
    - new, 12
  - Professional Recognition, 12, 45-46, 86, 250
    - grants, 12
    - scholarships, 12
    - awards, 12
  - Program, 12, 45, 86, 258, 259-265
    - conference, 12, 60, 278, 295-300
    - study groups/workshops, 12, 60
  - Public Information, 12, 47, 226, 278, 310
    - Civic Relations, 12
    - Media Relations, 12
    - Organization Relations, 12
  - Public Policy/Public Awareness and Education, 12, 46-47, 310
    - advocacy training, 12
    - influencing, 12
  - Publications, 12, 45, 278, 301-307
    - newsletter, 12, 60, 301-307
    - resource sales, 12, 186, 213-215
  - Quality Improvement, 12, 47, 60, 86
    - Accreditation, 12
    - QCA, 12
    - Week of the Young Child, 12, 60, 310, 339-340
  - Report form, 105
  - Resource Sales, 12, 211-212
  - Steering, 29, 30, 86, 146-147, 186, 258
- Communications , 241-245, 358-359
  - with NAEYC, 137-140, 361
  - with other Affiliate Groups 141-142, 295, 302, 328, 361
  - within Affiliate Group, 241-245, 301-307, 314, 352, 361
- Community outreach, 150, 157

- Community/State Interview Process, 151-152, 158-163
- Conference
  - Committee, 12, 60, 280, 295-300
  - evaluation, 297-298
  - meeting site review, 81-82
  - planning, 81-82, 295-300, 357-358
  - presenters/speakers, 296-298
  - timetable, 299
- Conflict of interest, 79-80
- Constitution for a club or chapter, 19-21
- Continuing education, 277-307
  - planning, 289-294
- Contracts, 81-82, 209-210, 296, 354-357
  - space, 81-82
- Contributions, 217-224
- Copyright, 304-306
- Criteria for Affiliate Group Success, 147, 165-177, 341-372
  - Rating Form, 165-177

—D—

- Decision-making strategies, 31, 61-62, 97- 99, 103-108, 111-116, 117-120, 135-136, 179-184, 187-195, 259-262, 263-265, 335-338
- Delegation of authority, 31
- Developmentally appropriate practice, 289-294, 317, 361-367
- Directors and officers insurance (D&O), 73-77
- Diversity (see Inclusiveness)
- Document Checklist, 7-8, 83
- Dues, 14, 137-138, 189-190, 348

—E—

- Elections, 51-57, 115, 354
  - Committee, 2, 12, 16-17, 48, 52, 86
  - NAEYC, 143-144
  - policy, 51-52
- Emerging professionals, 19, 239-240
- Employee handbook, 33
- Evaluation, conference, 297-298, 300
- Executive committee, 12, 16, 43-45
- Executive director, 12, 27, 33-37
- Executive session, 116

—F—

- Facilitating groups (see Group facilitation)
- Families/parents, 313, 317-318, 339, 370
- Feedback Form, 183
- Fees, service, 190, 348, 356
- Finances, 185-224, 354-355
  - accounting, 189, 205-206
  - audits, 207-208
  - authority, 188
  - bids, 193-194
  - budget, 197-204
  - checking accounts, 190-191
  - Committee, 12, 43, 60, 186, 197-198
  - expenditures, 192-196
  - fiscal year, 17, 187
  - fundraising, 185, 191, 211-215, 217-224, 354-355
  - grants/contracts, 191, 209-210, 217-224
  - income and investments, 189-193
  - management, 197-204
    - planning, 180, 182, 185
  - payment request form, 196
  - planning, 27, 197-204, 296, 300, 303
  - policies, 187-194, 197, 205, 207, 209-211, 352, 354
  - reports, 205-206
  - reserves, 191-192
  - savings accounts, 190-191
- Fiscal responsibilities (see Finances)
- Fiscal year, 17, 187
- Fundraising
  - contributions/grants, 191, 209-210, 217-224
  - plan, 8, 221-222, 354-355
  - resource sales, 213-215, 356
  - strategies, 211-212, 355-356

—G—

- Geographic area, 3-7, 11, 13, 19, 42, 157, 343, 348, 353
- Governance, 49-52, 350-353
  - policies and procedures, 45-46, 350-353
  - nominations and elections, 51-57, 351-352
- Governing board, 25-28, 93-101, 125, 139-140, 351-352
  - Affiliate Group, 2, 15-16, 25-26, 60, 75-76, 79-80, 86, 93-95, 97-100, 138, 186, 226, 258, 278, 351-352
  - conflict of interest, 79-80
  - effectiveness, 27-28, 127-129, 347-358
  - executive committee, 12, 16, 43-45
  - inclusiveness, 93-95, 122-125
  - job descriptions, 25, 39-48
  - NAEYC, 93-94, 139-140, 143-144, 252
  - orientation, 131-134, 352
  - rotation of officers, 25
  - self-evaluation, 28
  - terms, 16, 352
- Grants, 191, 209-210, 217-224
- Group facilitation, 117-120

—H—

- History
  - and Archives Committee, 12, 48, 60
  - NAEYC, 3, 227-228
  - storage, 83-84, 354
- Honoraria, 194, 296
- Hotels, 81-82, 296

—I—

- Inclusiveness, 87-91, 93-95, 122-125 205, 227, 285-287
  - leadership, 87-91, 93-95, 122-125, 229, 348, 357
  - membership, 87-91, 229-234, 348-349
  - Outreach Plan, 229-234, 348
  - Planning Tool, 87-91, 230-231, 263, 286, 295
  - policy, 229
  - program, 87-91, 259-262, 285-287, 348-349, 366
- Incorporation, 63-65
- Indemnification, 17, 62
- Independent members, 234, 349
- Injuries, at event, 81-82
- Insurance
  - coverage, 73-77, 296
  - D&O, 73-76
  - NAEYC's Affiliate Group policy, 74-75
  - policies, 8, 73-77
  - Worker's Compensation, 73
- Internet, 140, 236, 243, 291, 294, 301, 320, 324, 328, 329
- Inurement, 189

—J—

- Job descriptions
  - board member, 7, 39-48
  - committee, 7, 43-48
  - executive director, 35-37
  - officer, 7, 43-45
  - staff, 33-37

—K—

Keynote speakers, 296, 297

—L—

Leader Guide, vi, vii-viii, 23-24, 131

Leadership, 121-136
  Conference, 139
  development, 127-130, 357
  effectiveness, 93-96, 97-99
  identifying, 121-125, 142
  inclusiveness, 87-91, 93-95, 122-125, 229, 348, 357
  Interview, 150, 155-156
  orientation, 131-134, 352, 353
  Profile, 123-124
  recognition, 129, 250-251
  skills, 93-96, 97-101, 127-130

Legal issues, 63-65, 67-70, 71-72, 296, 304-306, 355, 356

Liability, 73-77

Lobbying, 67-70, 312

—M—

Mailing (see Postal)
  NAEYC list rental, 254

Media, 159, 161
  negative publicity, 335-338
  plan, 327-328
  relations, 327-333, 335-338, 339-340, 369

Meetings
  agenda, 103-105, 112
  contracts, 81-82, 296
  executive session, 116
  minutes, 7, 109-110, 112, 353
  parliamentary procedure, 17, 111-116
  quorum, 14, 111
  reorganization, 131-134
  site review, 81-82

Member Survey, 149-150, 153-154

Membership, 14-15, 225-256, 348-350
  benefits, 236, 348-349
  brochure/marketing package, 8, 235-238, 347
  chair, 138, 256
  Committee, 12, 48, 86, 229-234, 235-238, 255-256
  communication, 241-245, 301-307
  development, 225-256
  dues, 14, 138, 189-190, 348
  emerging professionals, 19-22, 239-240
  incentives, 235-237
  inclusiveness, 87-91, 229-234, 348-349
  Independent, 234, 349
  involvement, 249-253, 348-350
  list, 8, 255-256, 349-351
  orientation, 242
  outreach, 8, 19-22, 150, 157, 229-234, 348
  processing, 255-256, 349-351
  records, 8, 138, 255-256, 348, 354-355
  recruitment, 19-22, 229-234, 348-350
  retention, 249-254, 348-350
  Survey, 149-150, 153-154
  year, 254-255

Membership Action Group grants, 12, 223

Mentoring, 19, 128, 239, 252, 287, 362

Minutes, 7, 109-110, 112, 353

Mission statement
  Affiliate Group, 5, 7, 9-10, 347
  NAEYC, 3, 9, 267-270, 347, 355

Motions, 113-115
  amending, 115
  classes of, 114-115
  form to propose, 106

—N—

NAEYC
  Advisory Panels, 140
  affiliation process, 3-4, 5-6
  board, 93-94, 139-140, 143-144, 252
  business meeting, 140
  Code of Ethics, 9, 273-175, 362
  conferences, 139, 140, 252
  elections, 143-144
  history, 227-228
  MAG grants, 12, 223
  mailing list, 253-254
  membership incentives, 235-236
  membership year, 255-256
  mission, 3, 9, 267-270, 347, 355
  position statements, 267-270, 273-275, 316, 323, 363
  reports, 180
    bylaws, 138
    membership, 138
  resource sales, 213-214
  structure, 11, 225, 227-228

National Academy of Early Childhood Programs, 292, 310, 367

National Institute for Early Childhood Professional Development, 279-280

Network (see Communications)

Newsletter Committee, 60, 301-306

Nominations and Elections, 51-57, 115, 354
  Committee, 2, 12, 16-17, 48, 52, 86
  policy, 49, 51, 55-57

Nonprofit status, 63-65, 67-70, 312

—O—

Officers, 12, 16, 39-48, 93-96
  powers and duties, 15, 39-48, 97-100
  resignation/removal, 16
  transition, 131-134

Organizational Development Task Group , 2, 86, 146, 150, 165, 179, 186, 226

Organizational Effectiveness (Goal I), 145, 343, 347-360

Organizational structure
  Affiliate Group, 11-12, 350-353
  NAEYC, 3, 11, 225, 227-228

Orientation
  ADP, 145-148, 165, 179
  leadership, 131-134, 352, 353
  members, 242

Outreach
  geographic area, 3-7, 11, 13, 19, 157, 343, 348, 353
  media, 159, 161, 327-333, 335-338, 339-340, 369
  plan, 179-180, 229-233, 348
  policy, 232

—P—

Parents (see Families/parents)

Parliamentary procedure, 17, 111-116

Participants (nonmembers), 14

Past president, 12, 43

Per diem rate, 194

Personnel (see Staff)

Planning
  annual, 27, 134, 347
  Association Development Process, 145-184
  media, 327-328

Policies, 7, 49-50, 351-353
  accounting records, 189
  advocacy activities, 312
  Affiliate Group dues, 190
  audits, 207
  authorization for accounts, 191
  ballot-counting, 57
  bids, 194
  board job descriptions, 39
  board/staff roles, 34
  bonding, 189
  budget, 197
  business meetings, 103
  campaign, 55-56
  coalitions, 319
  co-authorization, 193
  committees, 31
  communication, 241
  conflict of interest, 79-80
  contracts with members, 210

- election, 51, 55-56
- emergency cash reserve, 192
- ethical conduct, 273
- event management, 295
- execution of instruments, 188
- expansion project reserve, 192
- Finance Committee, 188
- financial, 8, 187-196
- financial officer, 188
- financial reports, 205
- fiscal year, 187
- fundraising, 191, 211
- grants/contracts, 191, 209
- honoraria, 194
- inclusiveness, 229
- indemnification, 62
- inurement prohibition, 189
- investments, 192
- leadership development, 127
- leadership orientation, 131
- manual , 7, 49-50
- media relations, 327
- membership processing, 255
- networking with NAEYC, 137
- nominations, 63
- nonprofit status, 59
- outreach, 232
- per diem rate, 194
- position statements, 267, 323
- professional development, 285
- program inclusiveness, 285
- publications, 301
- record storage, 83
- reimbursement rates, 194
- restricted reserves, 192
- routine authorization, 193
- service fees, 190
- technical assistance, 61
- unbudgeted or over-budget expenses, 193
- Week of the Young Child, 339

Policy manual, 7, 49-50

Position statements
- Committee, 46-47, 323-325
- NAEYC positions, 267-271, 273-275, 316, 323, 363
- writing, 323-325, 363

Positions and Standards Committee, 12, 45

Postal regulations
- permits, 71-72
- preparation, 71-72, 303

President, 12, 43, 104, 111-116, 117-120, 138

President-elect, 12, 43

Press release, 330-333

Procedures, 49-50

Professional development (see also Professional practice), 277-307, 361-367
- articulated system, 277, 279-280, 364
- Goal II, 145, 344, 361-367
- policy, 285

Professional Development and Practice Task Group, 146, 165, 179-180, 277-307

Professional practice
- accreditation, 231, 292, 342, 367
- conferences, 295-300
- continuing education, 264, 280, 279-307
- publications, 301-307

Professional preparation (see Professional development)

Professional recognition
- awards, 129, 248, 250-251, 302, 330
- Committee, 12, 45-46, 86, 278
- grants/scholarships, 239

Program, 27, 257-275, 285-286
- Committee, 12, 45, 86, 258, 259-275, 278, 279-87
- inclusiveness, 87-91, 259-262, 285-287, 348-349, 366
- planning ideas, 260, 263-265
- principles, 259-262

Proposals, 217-224

Public information
- Committee, 12, 47, 226, 278, 310
- media, 327--333, 335-338, 339-340, 369
- public relations, 327-333, 335-338, 339-340

Public policy/ public awareness and education, 67-70, 309-340, 361-367
- advocacy training, 127-128, 312, 315-318
- coalitions, 319-321
- Committee, 12, 47, 310
- Goal III, 146, 344-345, 369-372
- influencing, 67-70, 315-318
- media relations, 327-333
- negative publicity, 335-338
- options, 315-318
- Week of the Young Child, 315-317, 328, 330, 339-340
- writing position statements, 323-325

Public Policy/Public Awareness and Education Task Group, 60, 146, 150, 165, 179-180, 309-340

Publications, 301-308
- Committee, 12, 45, 278, 301-307
- newsletter, 301-306
- production, 302-306
- sales, 213-214

—Q—

Quality
- accreditation, 231, 292, 313, 317, 342, 344, 354, 363, 367, 369, 371
- compensation and affordability, 264, 328, 361-367, 369-372
- Improvement Committee, 12, 47, 60, 86

—R—

Recognition of volunteers, 129

Record storage, 7, 83, 353-354

Regional Affiliate Groups, 138, 183

Regulations, vi, 61-62
- 501(c)(3), 63-65, 67-70, 312
- postal, 71-72, 303
- public policy activities, 67-70, 312

Reimbursement rates, 194-195

Removal of board members, 15, 16

Renewals, membership, 250-253

Reports
- committee, 104, 112
- financial, 205-206
- to NAEYC, 137-138, 180, 184, 255-256

Reprint permissions, 305

Resignation of board members, 15, 16

Resolutions, 115

Resource groups (see Appendix)

Resource Sales Committee, 12, 186, 211-212

Retreats, 119-120

Risk management, 59-83

Rotation of officers, 25

—S—

Secretary, 12, 44, 46-47, 109-110, 138

Self-evaluation, board, 28

Staff, 27, 33-37, 73-77
- Contracts Committee, 12, 27, 30, 44, 47-48
- evaluation, 34
- Executive director, 12, 27, 33-37
- job descriptions, 33-37

Stand for Children, 315, 317, 319, 328, 330, 339, 340

State Affiliate Groups, 68, 86, 138, 141-142, 145-148, 149-163, 184, 268-270, 328-330

Steering committees, ADP, 29, 86, 165, 186, 258

Strategic planning, 8, 27, 138, 146, 165, 179-184, 354
- Criteria Rating Form, 165-177
- Feedback Form, 138, 180, 183
- process, 165-177, 179-184
- tools, 165-177, 179-184

—T—

Task Groups (ADP), 147
  Organizational Development, 2, 86, 145, 150, 147, 165, 186, 226
    Governance, 147
    Membership Services, 147
    Business and Finance, 147
  Professional Development and Practice, 147, 165, 179-180, 277-307
    Professional Preparation and Development 147, 278
    Professional Practices, 147, 278
  Public Policy/Public Awareness and Education, 60, 147, 151, 165, 179-181, 258, 309-340
    Advocacy, 147
    Public Awareness and Education, 147
    teamwork, 247-248

Tax-exempt status [501(c)(3)], 63-65, 67-70, 312

Tax forms, 65, Appendix

Teamwork, 247-248

Telephone/fax/e-mail tree, 243

Time management, 135-136

Tools
  Action Plan Summary, 184
  Affiliate Group Leader Interview, 150, 152, 155-156
  Community Outreach Locator, 150, 152, 157
  Community/State Interview Process, 151, 152, 158-163
  Criteria Rating Form, 165-177
  Document Checklist, 7-8, 83
  Feedback Form, 183
  Inclusiveness Planning Tool, 87-91, 230-231, 263, 286, 295
  Member Survey, 149-150, 153-154
  Objective and Strategy Planning Form, 182

Transition of officers, 131-134

Treasurer, 12, 44, 47-48, 60, 112, 185-224, 256

—V—

Vice-president, 12, 43, 44-45
  organization development, 44-45, 47-48
  public policy/awareness and education, 44, 46-47

Volunteers, 121-126, 127-129, 247-248, 354
  insurance coverage, 73-77
  recognition, 129
  recruiting and supervising, 128

Voting, 15, 55-57, 112, 113-114

—W—

Week of the Young Child, 315-317, 328, 330, 339-340
  Committee, 12, 310, 339-40
  dates, 339
  planning, 339-40
  public awareness campaign, 329

World Wide Web/Internet, 140, 236, 243, 291, 294, 301, 320, 324, 328, 329

—Y—

Young Children, 139, 143, 144, 235, 236, 238, 268, 300, 305